

HMIs move in on teacher education

John Eggleston discusses the Inspectorate's latest attempts to monitor initial training standards

The resurgence of Her Majesty's Inspectorate as a positive force in primary and secondary schools has been one of the striking features of the past decade. A series of reports on curriculum, methodology and organization has had the mark of confident assertion that is far removed from the gentle suggestion and non-direction of the recent past. But these developments pale by comparison with the dramatic pace of events in another area of HMI concern - teacher training. Since the arrival of a new senior team in this area a year ago - which, interestingly, coincided with the appointment of some new senior officers in the Department of Education - things have changed almost beyond recognition. Publication has followed publication within weeks rather than years - each causing waves of consternation as old established practices are taken up and shaken. And it is an open secret that the August list of college reductions was influenced by the newly-sensitized antennae of the Inspectorate in a way the previous lists never were.

The first sign of the new rigour came in April with the paper on the *Content of Initial Training Courses for Teachers*. Addressed unambiguously to the 27 universities as well as to the 70 public sector institutions concerned with teacher training, it wasted few words and reached its target by the first page:

"It is unacceptable that the initial training system should contribute to 'hidden shortage' by sending out new teachers who are inadequately prepared. To meet the needs of schools and the legitimate expectations of employers, it seems reasonable to ask of all initial training courses that... they should meet a minimum standard of allocation of time to the main subject for all their students."

The paper went on in similar vein to urge minimal standards of content, more rigorous selection of students, discouragement of subjects "not directly relevant to the school curriculum", more coherent studies of methodology, more effective professional practice and partnership with the teachers and much else. The document concluded with 20 brisk recommendations and a series of model training courses.

"The dust had hardly settled when, on June 1, came a DES consultation paper, clearly HMI-inspired, entitled *Qualified Teacher Status*, which suggested that the present pattern of teachers' qualifications offering a licence to 'drive all vehicles' be replaced by one limited to age groups and subject areas. Arguing that the primary schools required protection from the hordes of displaced secondary school teachers, almost casually the paper noted that:

"The primary schools need more PGCE trained teachers with degrees directly relevant to the primary curriculum. The Secretary of State might need to impose admission requirements upon particular PGCE subject courses, and on the subject content of BED and other undergraduate teacher training courses."



Within weeks the DES was endeavouring to do just this for both primary and secondary courses in ACSET via the UGC. And, just in case anyone had any doubts about how it could be made to work, the answer was ready.

Training institutions would be required to specify the phase and subject details of courses when informing the DES of successful course completions; and the DES would include these details in letters notifying the teachers concerned of their QT status.

The Education (Teachers) Regulations 1982 (see paragraph 1) might have added a requirement that the staff of teachers employed at a school shall have qualifications appropriate to the ages of the pupils and the curriculum offered.

The proposals, when released, created a future of anxiety and hos-

tility (as did those of the content paper when it was leaked by *The Times Educational Supplement* on August 6, 1982). Hard pressed i.e.s.s saw their teacher re-dispersal plans in peril. Union leaders saw their members' professional future in danger. Article after article in the educational press found urgent arguments for the status quo. The battle was continued with undiminished enthusiasm by HMI as this week's events at ACSET have demonstrated. Meanwhile, in a different another HMI document, *Teacher Training and Preparation for Working Life*, drew brisk attention to the shortcomings of teacher training institutions in helping their students to prepare young people for the world of work. It noted that "no student preparing for secondary school teaching should complete a course of initial training without a clear

idea of how to help pupils prepare for their adult working life" but "many of the institutions seen were not well placed in terms of staff background and expertise to introduce the preparation for working life component into initial teacher training".

Bloodied but not in the slightest bowed, the Inspectorate turned in October with *The New Teacher in School*. Here, with evidence from a survey of almost 300 schools, HMI states that nearly a quarter of newly qualified teachers are not good enough to be in the classroom and some should never have got through the course. And this, of course, is a survey of those who got jobs - what were the others like is the implicit, unanswered question.

Some of the most trenchant criticism concerns teachers' marking: "There were some cases where exercise books and files had apparently not been looked at for a term or even since the beginning of a year". Moreover, "in only a minority of schools had a policy for marking been discussed and formulated by the staff". It is many years since HMI wrote this language and, predictably, the clouds of dust and smoke have re-arisen in even greater density.

But the papers themselves are only half of the story. The other is the quite specific attempt to influence other bodies. Both the content and the qualified teacher status papers have been presented to ACSET and a range of other bodies and there is plenty of evidence that their influence has been felt there. But it is in the universities that the most striking moves are taking place.

Traditionally, the inspectors have visited university departments of education only on invitation and infrequently; HMI, suggestions on the initial training are seldom offered - or sought. But with the relative increase in the role of university-based PGCE courses in the total of initial training, particularly in the primary sector, HMI understandably feels an urgent need to extend its now drive on teachers' education to encompass the universities, too.

The Inspectorate is tackling the situation in several ways. Not all are yet bearing fruit but the resolution and determination are unmistakable. One, with the aid of the DES, was an attempt to suggest a national allocation of subjects for UDE PGCE courses to the University Grants Committee. This was rejected but led to a joint UGC education committee and Universities Council for Education for Teachers meeting, attended by representatives of all UDEs at which a not dissimilar "rationalization" was agreed in principle. The meeting was notable for the contribution of HMI - present by invitation, of course.

Another approach has been through the Committee of Vice-Chancellors and Principals. One June 23 the committee addressed itself to all its members on the role of HMI in the "conferment of QT status and alerted them, with heavy underlining, to the view of the Cockcroft Report:

"We are aware that HMI maintain informal links with university departments of education: we recommend that they should be given the duty of appraising the initial training courses which these departments provide"

The committee then went on to comment: "Members of the standing committee expressed the preliminary view that the existing informal relations between HMI and university departments of education should be maintained and strengthened".

The Universities Council for Education for Teachers was a no-doubt about the issue here - the desire of the Inspectorate to be able to visit UDEs at will. Alas, by the same post the council was to all its members stating that:

"The traditional position has included an agreement, sometimes referred to as the concordat, reached many years ago with the body which preceded UCET, and which stated that Heads of UDEs would, as and when they felt it appropriate to do so, invite HMI to visit the department to discuss the work. The executive would feel itself to be in a stronger position vis-à-vis the claims now being made if it knew that such invitation were, in fact, being issued. Clearly these are matters for each university to decide for itself; the executive feels that visits ad hoc for a particular purpose (for example, the Cockcroft recommendations, or the introduction of a primary school course) would be less likely to put at risk the university's autonomy than the type of visit often described as a 'full inspection'. It will be understood that there could be no question of reporting on the work of an individual teacher of the university."

Yet several of the larger and more successful UDEs have taken a quite different view, wanting to be more fully aware of the quality of the initial training being given in the university sector and, in the case of senior institutions, to the teams of senior inspectors to visit their departments for an extended period. Two UDEs have already received such a team, another is just about to do so, and a third is under negotiation. HMI is delighted, even amazed, that such ground has been covered in so short a time. Some of the less senior institutions are talking hawkishly about the inspectors at UDEs. Although they put down from above, such comments heighten the deep uneasiness felt in many university departments already weakened and disturbed by the traumas of their recent past.

It is, as yet, too early to assess the outcomes of this strategy. Clearly HMI has every intention of being able to honour its requirement to assure the Secretary of State that, in recognizing as qualified teachers in all institutions, including universities, he is "acting reasonably". And the Inspectorate is equally determined to provide an authoritative and wide-ranging criteria for such recognition. It is already clear that life is not going to be quite the same as before in the world of the teacher training institutions. And to some it could become very different indeed.

Professor John Eggleston is head of the department of education at Kent University.

Drop in price brings heroin within reach of teenagers

Growing use of hard drugs found among school children

by Nick Wood

Children are now experimenting with hard drugs such as heroin and cocaine, according to a leading researcher into drug abuse.

Mr Richard Hartnoll, a senior research psychologist at University College Hospital, London, says that there has been a dramatic rise in the casual use of heroin over the past three years.

As the real cost of buying it dropped by half, the number of users in London has doubled, he says. At a street price of around £5 a fix, heroin is no more expensive than cannabis.

The result is a growing number of young people - some only 15 or 16 - experimenting with the drug.

Mr Hartnoll, who is based at UCH's City Road Crisis Intervention Unit, has 10 years' experience of monitoring drug abuse in London. His findings, soon to be published by the Royal College of Psychiatrists, are based on detailed interviews with "polydrug users" - those who experiment with a variety of drugs.

The replies shed light on the recent report of the Government's Advisory Council on the Misuse of Drugs which clearly showed that Britain's drug problem was getting worse. It estimated that there were 40,000 drug abusers, half of whom were regularly using narcotics. This is three times more than the official Home Office figure of 6,157 registered addicts for 1981.

The report says: "The experience of those working in the field, particularly in street agencies, suggests that, as in the 1960s, an increasing

number of teenagers are misusing drugs."

Part of Mr Hartnoll's work has been to probe the extent of drug misuse among children of school age - a notoriously difficult area to research and one on which there is little firm evidence.

He told *The TES* this week: "I have been in this field for 10 years but it is only in the past couple of years that heroin use among the younger age group has cropped up."

"In particular schools, in the Camden, Westminster, Kensington and Chelsea areas of London, where these chaotic polydrug users have been pupils, or where they have friends, they were experimenting with drugs such as heroin."

He said there had been a marked shift in the kinds of young people turning to heroin, which in drug-taking circles has lost much of its fearsome reputation over the past decade.

Mr Hartnoll added: "Three or four years ago the young heroin users I was aware of were mainly situated in the upper middle class area of West London. Their parents were tied up with advertising or popular entertainment - the flash end of the market where cocaine first became fashionable. With these kids, if a problem came to light, they were usually treated in some Swiss clinic."

"But in the past year, I have seen a much wider cross-section of young users - a small proportion of cynical, unemployed, no-future kids. When they can afford it, they snort heroin; the rest of the time they



Hard drug taking... concern among youth workers

make do with barbiturates and glue."

His research is at least partly confirmed by police in London. Sergeant Tony Wills, who works in the juvenile bureau in North London's Albany Road police station, said: "As is generally known throughout the country, there is an increase in the use of heroin which is filtering down to younger people."

But with arrests for heroin possession still running at very low levels, it is impossible for the police to be certain about how serious a problem they face.

But there is great concern among London youth workers who are frequently in the front line, dealing with youngsters experimenting with a variety of drugs.

Many are afraid to speak out, concerned that publicity will destroy the fragile relationships they have built up with rebellious teenagers.

However, one in north London said: "Heroin is the thing that scares me. Around here you can buy enough to kill you for £5. The dealers are saying 'We haven't got any cannabis but we do have heroin' - if you sniff it, it is not addictive."

"Through crime and the black economy, kids have access to fairly large sums of money. They are contemptuous of glue sniffing, but cannabis is being used in a big way and they're beginning to pick up heroin."

Youth clubs are sometimes used as the venues for drug-taking, he added. Cannabis use can start with small groups of teenagers and then spread like wildfire.

Some youth workers prefer to turn a blind eye to the use of illegal drugs, especially when it is restricted to a soft drug such as cannabis. Mr Hartnoll added:

Active use of drugs in schools appears to be rare. Mr John Morley, headmaster of St Richard's Chichester school, north London, said that the only evidence of drug-taking among his pupils had been two plastic bags - which suggested glue sniffing - found in the toilets two years ago.

But the Inner London Education Authority does appear to be concerned. In the past two years it has sent two circulars to schools warning them to be alert to the signs and symptoms of drug abuse.

Access to data pledge

by Biddy Passmore

Pupils, parents and teachers will be able to demand access to personal records about them stored on computers in schools and town halls, if the new Data Protection Bill becomes law.

The Bill gives the subjects of such information the right to see it on payment of a fee, thought to be under £10. They may also sue for damages if they find the information inaccurate or misleading.

But it does not cover records kept manually, so it will not affect the most sensitive items, such as subjective remarks about pupils' home background or teachers' personal qualities. These are usually stored separately on paper.

"It is very difficult to hold subjective views on a computer", a computer expert in one large urban authority said this week.

Nonetheless, many authorities which keep information centrally on pupils and teachers, as well as the growing number of schools that use their own microcomputers for personal records, will need to tighten up on procedures to meet the Bill's strict requirements.

"I have the impression that methods of checking facts are not as good in schools as they are in industry and commerce," Mr David Lancaster, senior lecturer in education management at Sheffield Polytechnic, said this week.

Some urban authorities keep statistics on the racial background of pupils which may prove contentious.

The local authority associations are worried about the financial and administrative implications of the Bill, which requires all data users to register with a data protection registrar. They will also have to prove to him that the information is being fairly and lawfully gathered, kept and used.

A registration fee will be charged but it is not yet clear if only the i.e.a. would have to pay it or each individual school or college storing personal information on a computer. The Bill is due to start its progress in the House of Lords in two weeks' time. And if it becomes law it will enable Britain to ratify the European Convention for the Protection of Individuals regarding automatic processing data.

Sexual equality begins in the home

by Hilary Wilce

Home economics teachers must guard against talking constantly about "housewives" and automatically addressing their pupils as "girls" when there are boys in the classroom.

They should invite male colleagues into their classes to talk about the man's role in parenthood and homemaking, and should involve themselves in the application of science and technology in the home.

These are some of the immediate steps suggested by an equal opportunities working party to make home economics more relevant and appealing to boys.

The working party, set up by the Equal Opportunities Commission, points out that seven years after the Sex Discrimination Act and a major report from Her Majesty's Inspectorate deploring the lack of equal opportunities in the curriculum,

home economics is still widely seen as a girls-only subject. In 1977, only 1 per cent of the country's 12,800 domestic science teachers were men and the small number of boys taking domestic subjects at CSE or GCE O level has risen only marginally in recent years.

Modern home economics should develop an understanding of people and their basic human need for food, shelter and personal relationships, the report says. "Most boys and some girls will leave school ill-equipped for personal independence and for taking shared responsibility in home and family life unless home economics forms some part of a compulsory core."

The subject's traditional status means that a feminine bias needs to be eliminated. Teachers are recommended to talk of "parents", "householders" and "consumers" and to devise work programmes

suitable for all pupils.

Publishers and advertisers need to be encouraged to produce non-sexist materials, and teachers must make pupils aware of the bias in traditional materials. Boys should not be disadvantaged by being given tasks that draw on the kind of background knowledge and experience which may be more familiar to girls.

The report presents checklists for schools on curriculum organization and content, and available resources. They include such questions as "What subjects are set against home economics?" and "Are the sexist assumptions of the popular culture and its images in magazines, television, advertisements and commercials discussed and analysed?"

Equal Opportunities in Home Economics? Equal Opportunities Commission, Overton House, Quay Street, Manchester M3 3HN.

Closure nearer

Members of Conservative-controlled Belling's education committee have voted to go ahead with a controversial plan to reorganize the borough's secondary schools despite protests by teachers, parents and Labour opposition members.

The plans involve closing Farraday and Reynolds schools in Acton, opening a new county mixed high school by August 1984 and closing Elthorne High School by 1986.

A micro first for Britain

Britain is the first country to have provided every secondary school with a computer, according to Mr Kenneth Baker, Industry Minister of State.

His department's "Micros in Schools" scheme, aimed at supplying a computer to every secondary school, has received 5,800 applications.

"This means that almost every school in Britain has taken advan-

tage of the scheme. As far as we can judge, every secondary school now has some computer facility and we are the first country in the world to achieve this," he said in a Commons written reply.

About 3,400 applications had now been received under the new primary schools' scheme, and he was confident that nearly all would buy a microcomputer by the end of 1984.

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NEWS

ACSET ready to accept subject and age curbs

by Bert Lodge

The Government's Advisory Committee on Teacher Training (ACSET) is expected to recommend, not later than the end of next term, limitations on the subject and age groups of pupils teachers qualifying in the future may teach.

Britain is one of the few countries with an advanced education system in which qualified teacher status allows the holder to teach any subject to any age group.

The committee will also recommend an end to the arrangement which allows maths and science graduates to go straight into teaching without training.

The proposals to limit teachers to subjects and age groups will be made despite a strong condemnation of the proposal made at a full meeting of the committee last Wednesday by representatives of the National Union of Teachers, taking their places for the first time after boycotting the committee for two years in protest at not being offered more than two seats.

Mr Ian Morgan, NUT spokesman for teacher education, said limiting subjects was an attempt by the Government to assert political control over teacher preparation. And confining them to certain age groups was intended to split the profession into elementary and secondary teachers.

Other teacher associations have also expressed misgivings since a DES consultative paper on the topic was published last May but draft advice considered on two separate occasions by the ACSET teacher-training sub-committee and revised before going before Wednesday's meeting still proposed courses designated for three age ranges, 1-8, 7-12, 11-18.

In any case, Sir Keith Joseph, Education Secretary, is so keen to introduce a specialist element into qualified teacher status that he could well disregard any counter-recommendations. The precedent was set both in 1981 and last year when decisions on the recruitment of student teachers were made against the committee's advice.

Under the Education (Teachers) Regulations, 1982, qualified teacher status follows the successful completion of a course approved by the Secretary of State and Sir Keith could simply withhold approval of courses which did not specify which subject area and age group they were intended for.

At the same time, the committee is expected to emphasize that the ideal body for approving teacher training would be a General Teaching Council, still unconstituted 12 years after it was proposed in the Weaver report.

In a speech at Durham University last October, Sir Keith indicated he would be prepared to allow teachers to switch to subject areas or age groups other than those for which they were trained, provided they underwent courses of re-training first.

The committee will also recommend that students accepted for courses, but who turned out unsuitable for teaching, should be awarded the degree but without it carrying qualified teacher status.

This is a reaction to the high drop-out rate - as much as 20 per cent - recorded on some courses and to the recent HMI report, *The new teacher in school*, which found one in four probationary teachers not yet equipped to be in the classroom.

Regulations introduced in the early 1970s that graduates should no longer be allowed to teach in schools without training were withheld in the case of maths and science graduates because of the acute shortage of teachers specializing in those subjects.

Despite increasing pressure from the profession for only trained teachers, about 200 a year still enter school in this way. Drastic reforms in teacher training recommended by HMI in a document circulated privately last summer (*The TES*, August 6) have been either dropped or modified in the final version published this week.

A suggestion that the current one-year Postgraduate Certificate of Education course be lengthened by

almost half as much again to 44 weeks has been replaced by a model structure of a 36-week course. And the recommendation that intending teachers of junior children should spend at least two years studying their special subject has been dropped.

The proposal that the PGCE course - currently lasting not much more than 30 weeks - be lengthened to 44 weeks brought opposition from universities, polytechnics and institutes of higher education, although if the course had simply been doubled to occupy two academic years this would have been welcomed.

Universities were particularly worried about problems associated with opening buildings normally closed during vacations, and all institutions would have faced the staffing difficulties associated with a course planned from July to July.

At the same time there could have been financial advantages for staff in the public sector because of their different contractual arrangements.

The call for intense subject specialism among primary student teachers found little favour among teacher trainers in that sector although they were assured at a recent conference by Mrs Pauline Perry, chief HMI of teacher training that primary schools were asking more and more for specialists.

The final version suggests studying a curriculum "area" in some depth which "might" occupy the equivalent of two full years of the BED course.

Another recommendation, that primary training should include not less than 110 hours each on language training and children's maths development is replaced by a reminder that this is roughly the amount of time on these subjects suggested in Government reports.

Teaching in schools: the content of initial training, HMI discussion paper free from the DES, Room 211 Elizabeth House, York Rd, London SE1.

Scots comprehensives get good results in 'uncreamed' areas

by Biddy Passmore

Comprehensives achieve as good results as selective schools where they are not in local competition with them for the brightest pupils.

This emerges from a new report on Scottish secondary education to be published next week.

The report, based on a survey of more than 20,000 pupils who left school in 1976, finds that comprehensive schools have had a small levelling effect on attainment. They raised slightly fewer pupils to the highest levels but helped more to progress beyond the minimum.

Socially comprehensive schools appeared to level out differences, narrowing middle class children's lead over working class children. The authors suggest, however, that this may simply reflect the greater tradition of social equality in areas of Scotland where comprehensives or their forerunners have been longest established.

The Scottish survey was able to examine the results of 69 fully comprehensive schools because reorganization was further advanced in Scotland by the mid-1970s than in England. The research team - John Gray, now lecturer in education at Sheffield University and Andrew McPherson and David Raffie of Edinburgh University - also took a very strict definition of what constitutes a comprehensive school, rejecting as "creamed" any school with even one selective school nearby.

All other schools, including grant-aided (direct grant schools), were included in the selective sector. The two groups of schools were found to have almost the same proportion of middle class pupils.

At the top end of the scale, the report found that only 15 per cent of comprehensive pupils got at least three passes in "Highers" (like two A levels, the minimum requirement for higher education compared with 17 per cent in selective schools. But at every other level, comprehensives scored as well or better. In O grades, for instance (equivalent to English O levels) 7 per cent of com-

prehensive pupils got five or more passes, compared with 6 per cent in selective schools. And 35 per cent of comprehensive pupils got one or more pass, compared with only 28 per cent in the selective sector.

Like the Rutter report on 12 inner London secondary schools, the Scottish survey finds that some comprehensive schools achieve much better results than others with similar intakes. In the "most effective" quarter of schools, for instance, at least 10 per cent more leaves were successful in O grades than in the "least effective" quarter.

But, unlike Rutter, it says schools which are effective on one measure - such as boosting exam results - are not necessarily the same as those which do well on another - such as cutting truancy levels.

The study also gives a sharp knock to the popular belief that the Scottish education system gives the bright working class child (the "lad o' pairts") - a better chance of success than the English system. "Scottish education since the war has been neither meritocratic nor equal," it says. "The levels of inequality reported... are similar to those observed in England and other Western societies. It also finds that expansion has done nothing to reduce class difference in education; middle class children are still six times as likely to enter university as their working class counterparts."

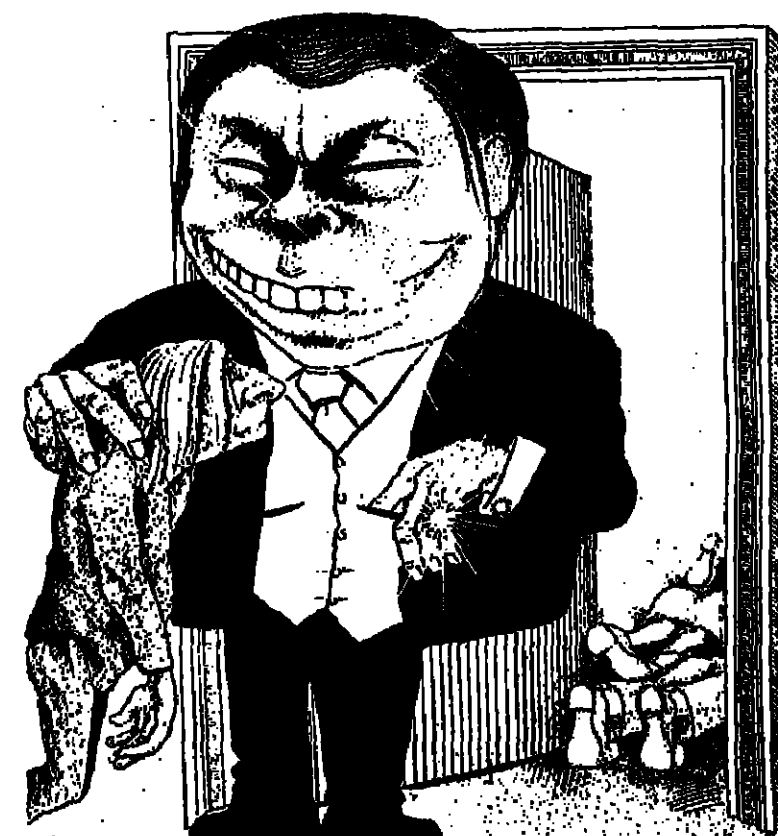
On truancy and leavers' satisfaction with their last year - where the authors found only trivial differences between selective and comprehensive schools - the report makes disturbing reading. Truants are "not a deviant minority but a substantial majority," they say.

The report shows the importance of even the smallest exam success for finding jobs. Unqualified leavers were twice as likely to be unemployed as others with only one or two O-grade D or E passes, they found - although leavers seemed unaware of the difference exams had made to their chances.

NEWS

Nick Wood visits the annual conference of the Association of Science Education and encounters a Californian teacher who claims to be the best in the business.

How Dr Wong and ERIC aim to put the teaching profession right



They sat on the floor... they stood at the back... they blocked the aisles... they squeezed two to a seat. And an hour later, a weather-beaten pillar of the educational establishment roared like a first night audience warming to the latest West End hit.

Dr Harry Wong, a 50-year-old Californian, had found another 1,000 converts in the unlikely setting of the annual conference of the Association of Science Education. As they scurried off to more prosaic subjects, even Manchester's non-stop drizzle couldn't dampen a zeal that if it survived the weekend would have "D" streams up and down the country wondering what had hit them.

Dr Wong, with his sharp blue suit and diamond-studded signet ring, looks the archetypal Hongkong businessman, cruising from deal to deal in his Rolls. In fact, he's a "plain old-fashioned teacher", the youthful survivor of 28 years in the classrooms of San Francisco, and, to paraphrase a hype-machine that would do credit to Stephen Spielberg, the teacher who claims to be the best in the business.

A member of the National Science Teachers Association of America, Dr Wong was in Manchester to deliver the ASE/NSTA exchange lecture on "teaching science with panache, verve and élan". But just in case this wasn't enough to pull in the crowds, there was the added lure of some startling advance publicity.

"He will show how he has no discipline problems, has a zero drop-out rate, has a 95 per cent assignment turn-in factor, has no reading problems, has no test anxiety, has been able to overcome science phobia with his science-ahy students, and has developed a competency-based, life skills science programme," the conference programme trilled.

But life in the Las Lamas school district was not always like that. For

Dr Wong, the road to Damascus began 10 years ago. "Ten years ago those of us who were teaching science would sit around and argue about how we should teach science. We would argue over programmes. There would be this programme and that programme... some government programme, some county programme, some provincial programme, some authority programme. "And if we didn't argue over programmes, we would argue over approaches - traditional versus inquiry."

"One day about 10 years ago I woke up and said: 'Harry Wong - why are you sitting here arguing over programmes, publishers and plans when there is one thing that counts - how do kids learn best?'"

"And that is when I discovered that some 15 years ago in America the government put all of their research in education on to a computer."

The computer's name is ERIC - educational resources information centre - and for Dr Wong the source of all wisdom - some of which is outrageously simple, the rest simply outrageous. Everything he does, from telephoning all of his parents each week to tell them of

their children's wonderful grades, to the "invitational pose" he adopts in the doorway of his classroom on the first day of term, is firmly rooted in the research findings humming away in ERIC's memory banks.

"I know why I am doing what I am doing. That is how I differ from 20 years ago."

So what has ERIC taught him? First, his classroom is "ready for instruction" long before any child comes within range. With the help of the local senior citizen's club, half of whom are retired teachers, he makes sure everything is just so, then, as the students wander down the corridor, Dr Wong, hand outstretched and smile newly-polished, literally "drags" them in.

"The bell hasn't rung and Harry Wong is teaching school. Why? Because it's in the research. The research says that the longer you wait to start a lesson, the higher the rate of non-participation. If you wait 10 minutes, the research says you can forget the rest of the day."

Then follows a 20-second homily as Dr Wong, pointing proudly at his diplomas liberally displayed on the classroom walls, tells his pupils what a privilege it is for him to be their teacher. They sit back so he "hits them with his discipline plan" - a

penal code that would make Napoleon wince.

The rest is mercilessly upbeat: 78 classroom tests a year, all "criterion-referenced" by linkage to an "outcome programme" handed out at the start of each topic, group study, continual questioning about material studied, and worksheets presented in the style and format of popular newspapers. Most biologists teach sexual reproduction - Dr Wong prefers: "Look Ma, No Pe".

It sounds like hard work - for Dr Wong as much as the class - but, he says, nothing could be further from the truth. At the end of each day, he bounds from his classroom and

whizzes off to play racket-ball with not so much as an exercise book to slow him down.

At Las Lamas, the "kids do the work". Why? Because the research says that "time on task" is the surest predictor of comprehension and exam success.

But that is not what he finds when he walks into other classrooms. "Who do you find doing all the work? The teachers. Buddies why do you work so hard? You know it all. School is the only place I know where the workers sit around doing nothing and the boss does all the work."

Rote learning seen as aid to problem solving

Rote learning can be extremely valuable for children engaged in problem solving, a leading psychologist told the conference.

Professor Michael Halliday, chief psychologist at Manchester University, said many children struggled with problems because their immature memories rapidly became overloaded with information. Rote learning, of multiplication tables in particular, eased the burden by giving them information in economic and easily accessible packages.

Professor Halliday also threw some light on the irritating tendency of many children to forget all they are taught in school, despite the best efforts of their teachers, while apparently having no difficulty in recalling extensive biographical details about their favourite footballers, and pop singers.

Motivation was part of the answer, he said, but more fundamental was the absence of broad, well-developed "knowledge structures" in the memories of children, especially those between the ages of four and 10.

In many respects young children had worse memories than adults, he said, particularly where specific tricks were needed to memorize suc-

cessfully a piece of information.

For instance, the average adult scored much better than a child when it came to recalling lists of numbers. This was because adults actively memorized information by looking for patterns or by rehearsing sequences "under their breath".

But when pictures were used in place of words and numbers - in a sense a truer test of memory - four-year-olds scored as well as adults, presumably because the latter could no longer boost their performance by employing tricks.

Professor Halliday added that the latest evidence supported Piaget's notion of a cognitive reorganization of the child's mind between the ages of five and eight, so that by the time he was 10, the development of an "adult" memory was well under way.

The theory also explains the failure of adult human beings to recall more than a few highlights of their lives before the age of five.

"It is this process of the development of a data base into an adult form that may well make inaccessible the memories which were laid down in a very primitive form in early childhood up to the age of five," Professor Halliday said.

Experimenting with peace

Science teachers should bring peace studies into their lessons, the conference was told by Mr Paul Isaacson, a chemistry teacher at Birley High School in Manchester.

First, they should aim for "peaceful teaching," tailoring their lessons to encourage dialogue with children, encouraging self respect and developing trust.

Instead of adopting an "authorita-

rian" stance by issuing instructions about safety, the teacher should point out potential dangers then invite the class to draw up their own rules.

Science teachers should also not be afraid to express their personal opinions when asked by other teachers to contribute scientific expertise to general studies lessons on controversial subjects such as nuclear power.

'Slave labour' claim over jobs scheme exaggerated

Trade unions are said to have exaggerated allegations that youngsters on the Work Experience on Employers' Premises scheme are being used as "slave labour" by employers.

Writing in the National Union of Teachers' annual careers guide, published today, Mrs Ruby Chambers, Youth Project Co-ordinator at the Rubber and Plastics Processing Industry Training Board, and Mr Colin Taylor, a research student at the Leicester Polytechnic, say: "Much criticism has been voiced by the media, and the trades unions, about companies who 'forget' to do the training, discouraged trainees from participating in day release for further education when it was available and only used these schools leavers as 'slave labour'."

"Doubtless there was some exploitation. In a programme of such magnitude it was inevitable - particularly as those who had the job of placing increasing numbers also had the task of monitoring what was actually happening in the work place."

"To pay too much attention to such exploitation of YOP is to distort the facts and detract from the very positive outcome of this imaginative and courageous venture."

In another article in the same publication, Mr Ray Hurst, secretary of the Initiative of Careers Offi-

cers and Principal Careers Officer, for Cleveland, warns that the replacement of the Youth Opportunities Programme by the Youth Training Scheme may create a "traineeship apartheid".

He adds: "There must be special attempts to encourage the creation of sufficient training opportunities for the less able school leaver, the handicapped, the socially disadvantaged and those from ethnic minority groups."

"In this connexion, the creation of adequate openings with private and local authority employers will be of crucial importance."

"Such sponsors, it is hoped, will offer most subsequent employment opportunities. It would be most unfortunate if a kind of traineeship apartheid developed within the new scheme, with the more able being 'creamed off' by some employers."

"This would mean the most vulnerable young people would be left to enter schemes such as training workshops or community projects, where prospects of subsequent employment with their sponsors would be slim or non-existent."

In another article in the same magazine, Mr Philip Dyer, of the Spastics Society, adds that he believes that the shift from the Youth Opportunities Programme to the YTS "will create further problems for handicapped school leavers."



Sir Keith Joseph talks to Mr Phil Knibb, right, chairman of Croxteth's parents' action committee, and Mr Dominic Brady, local Labour MP, at a meeting.

Parent power in Croxteth

Croxteth started the new term this week with roughly 140 children on roll - not many fewer than last December's figures.

Over the Christmas break according to Mr Knibb, parents got an important assurance from Mr Michael Storey, Liverpool's education chairman, that he would not send balliffs in to repossess the school over the next term.

The education authority has also agreed not to stand in the way of Croxteth pupils taking public examinations this summer. The parents have now applied to the examination boards concerned for Croxteth to become an official centre but if this fails pupils are guaranteed a place at other examination centres in the city.

The city council election in May - when one-third of the seats are up for grabs - could have a major effect on the school. The parents' strongest hope is that Labour will take control of the council from the Liberals and fulfill its commitment to issue a section 12 notice and reopen a small four-form entry school on the Croxteth site.

Mr Dominic Brady, Labour's

sitting spokesman for education, in the centre of the picture above, said his party believed that a small comprehensive was justified in Croxteth given the deprivation and social needs of the area.

As Sir Keith left the conference Mr Storey handed him a paper describing four possible options for reorganizing the city's secondary schools.

Sarah Bayliss reports from the North of England conference in Liverpool

Ineffective heads must go, however long it takes

Local education authorities which attempt to dismiss ineffective head teachers were last week given encouragement by Sir Keith Joseph, the Education Secretary.

Addressing the final session of the seventeenth North of England Education Conference in Liverpool, Sir Keith underlined his view that poor heads and teachers who were "irremediably ineffective" must be sacked.

The quality of schools depended largely on heads. "A good head can make a bad school good, and a good school better... Where heads are ineffective it is the duty of the L.E.A. to remove them from their posts no matter how time-consuming the task may be."

Sir Keith also suggested that if parents were given more choice they could help raise standards. He wanted to increase the role of parents, openly hinting that vouchers and open enrolments to schools - by which they could expand by up to one form of entry a year - were high on his agenda.

English education was properly ambitious, he said, aiming to educate every child to his or her ability. But schools were only "partially" fulfilling these aims and ambitions. More money would not miraculously turn bad schools into good ones, he said. Indeed he believed

that, taking social factors into account, there was "no correlation" between money spent above the minimum and educational performance.

He urged governors, teachers, parents and local authorities to act as agents for change. Twice he stressed that the "constant" message of HMI reports was that teachers' expectations of pupils were too low.

The Government could also act as

The North of England Conference has marked the beginning of the new year for 70 of the past 80 years. This time it was held in Liverpool with Europe as its theme to mark Britain's decade in the European Community.

It attracted over 450 people from all over the North - teachers, trade unionists, local councillors and education officers. Civil servants from the Department of Education were also present and, as has been the tradition for the past 10 years, the Education Secretary addressed the final session.

The opening address was given by the president, Sir Harold Wilson, former Prime Minister and Labour MP for Huyton, Sheffield. He will be the venue for next year's conference.

a "change agent" and had done so recently by promoting the needs of low achievers with a £2m fund for experiments. He would be announcing soon the names of the authorities chosen to run pilot schemes and at least a couple would have strong links with Europe so ideas could be shared.

Another example was the Prime Minister's recent invitation to the Manpower Services Commission to set up 10 projects with local authorities for improving technical and vocational education.

Teachers and heads could raise standards and that was why extra money was being provided for in-service training. His scheme for improving the selection of students for teacher training and the courses provided for them would be announced shortly.

Sir Keith said the principles of extending choice and improving standards applied also to higher and further education. Referring to adult education he said he would like to encourage private provision.

"Where the L.E.A. provides it I want them to strike a balance between income and expenditure." Later, during questions, he denied he was advocating privatization; the state still had a role to play especially in classes for literates and the disadvantaged. But he drew attention to the provision of private classes by religious and community groups in his own constituency in Leeds.

Action urged on jobless

Action to combat youth unemployment was not being implemented in a sufficiently systematic way in many European countries. It was often a "mere coincidence" which categories of young people benefited most, according to a speech written by Ms Lilian Katz, from the Ministry of Education in Denmark.

The speech described a youth guarantee pilot scheme designed three years ago specifically for the long-term young unemployed, and girls in particular, in Denmark.

The programme began two years ago. It includes the employment of about 1,500 extra teachers, in-service training for Dutch and foreign staff, the development of teaching materials and the teaching of mother tongue languages and cultures. Turkish, the language of the largest ethnic group, was being taught more in schools as a second language.



Conference line-up... European MP Gloria Hooper, Liverpool's Lord Mayor Stan Airey, conference president Sir Harold Wilson, and Councillor Richard Kemp.

Common policy urged for language teaching

Teaching children to speak a foreign language should be a top priority in schools, said Mr Hywel Jones, director of education, vocational training and youth policy at the Commission of the European Communities.

Opening the conference with the theme "Education in a European Community", Mr Jones deplored the state of modern language teaching.

Mr Jones said that the failure of the Council of Ministers to agree on a joint programme for improving foreign language teaching throughout the community was one of the most disappointing features of the past few years. The Danish government was largely to blame since it held the mistaken view that such an initiative would involve abrogation of their national responsibility in this field.

Concern was growing throughout Europe about the quality and range of language teaching with the possible exception of the Netherlands and Denmark which produced "spectacular" results with many of their pupils.

He did not agree with those in Britain who argued that foreign languages should be for high-flyers only. The emphasis should be on acquiring oral skills for the majority - leaving literary and professional skills to post-16 education or distance learning.

He was in no doubt of the need for all foreign language teachers to spend a period of preparation abroad. Ministers agreed this as a common objective two years ago.

Monetarism blamed for rise in EEC jobless total

An attack on the "devastating" effects of a monetarist approach to employment policies was launched by Mr Ivor Richard, a member of the Commission of the European Communities.

Opening a discussion on the transition from school to working life he said that following changes in government in Holland, Denmark and West Germany, Great Britain was no longer the most right-wing in political terms. In 10 EEC countries there were now 12 million unemployed people and the total might reach 15m in the next decade.

Mr Gerhard Weibull, an official of the Commission, said unemployment was not just a threat but a daily reality for thousands of people. The question now was not how to improve the transition to work. Twenty-eight pilot projects set up by the EEC over four years had laid

but it was still far from reality for many trainee teachers.

The commission had proposed, too, that all language teachers should be given a period abroad every five years as an integral part of in-service training. Training and experience abroad gave teachers immeasurable confidence making them more professional in the organization of trips for their pupils and better equipped to build bridges between language and other disciplines in schools.

Improved foreign language teaching was one of three major effects which membership of the European community should have on children's education. The others were more opportunities for educational visits and exchanges and the study of Europe on the school curriculum.

Exchanges and visits should increase policy-makers' awareness of each others' education systems.

An important information network had been set up three years ago under EURYDICE - with the National Foundation for Educational Research acting as the link in England and Wales.

A programme of student exchanges had made a flying start in the last decade in higher education. About 470 British institutions had linked up with counterparts abroad and established 270 joint programmes of study. The UK had the highest participation rates and the polytechnic had been particularly active in setting up twinning arrangements.

the foundation for fundamental changes in existing education and training provision.

They had established three important principles which lay at the core of good quality provision for young people: "in transition". These were: that local communities offered rich learning experiences; that the learning process should be an active and not passive one and that the role of the teacher was no longer as an informative giver, but as a "facilitator" - a person who managed and coordinated the learning process.

The German "dual" system whereby young school leavers were offered apprenticeships almost automatically was attractive to the British press but it was often very narrow and had no guarantee of job security at the end. What it did do was to postpone unemployment to the post-19 age group.

Year's grace granted

A campaign by parents to prevent a popular junior school teacher being transferred to another school has been successful for the time being.

Mr Kenneth Morland, who has been at Dyccarr Junior School, Llangold, Nottinghamshire for the past nine years, has been told he can remain another year.

Parents picketed the school and succeeded in closing it. The chairman of the governors resigned after Mr Morland was nominated for transfer.

Mr William Marsh, senior assistant director of education, said this week that Mr Morland was still designated for transfer but the authority felt it was not right to proceed until parents understood fully what was happening.

Earlier he discounted rumours that Mr Morland had been chosen because he was not a member of a union. "That is not a criterion. Usually we get volunteers. If not the authority has to nominate in accordance with a re-deployment agreement we have with the unions."

A Conservative district council in Somerset has brought forward a housebuilding programme to try to protect a village school.

However, the scheme for 20 council houses in the village of Carhampton, near Minehead, has not probably come too late and has not changed the minds of the majority of county councillors on Somerset's education committee who believe the school should close.

At a meeting of the education committee last week Conservative members voted by 12 votes to 10 that Carhampton first school should close and that children should be sent to neighbouring village schools.

Mr Tom King, MP for Bridgwater and the newly-appointed Environment Secretary, has in the past expressed support for the school which is in his constituency. Parents from the school's action committee will lobby Mr King tonight at his local surgery to ensure that he continues to support their case.

The future of the Carhampton first school came into question last year when the headteacher left for promotion. Somerset's schools sub-

No reprieve for village school

by Sarah Bayliss



committee voted to close the school on the grounds that the total number of pupils aged 5 to 8 years would not rise above 26 over the next four years.

Closure of the school, which currently has an acting head, a full-time teacher and a part-timer, would save about £20,000 a year, excluding the new costs of transport to alternative schools.

Mrs Gillian Smitton, a member of the parents' action committee with a son and daughter at the school, said that traditionally some families had sent their children to schools outside the village; this trend dated from days when the Carhampton school was "bursting at the seams".

But an independent survey had shown that these families wanted to start using Carhampton and that on this basis alone there could be 40 children on roll by 1985, making it more than two-thirds full. Mrs Smitton added that currently there were 29 pupils at the school including rising fours and fives.

Mr Dennis Merson, a parish and district councillor and a local build-

der, said that a building programme for 20 or more council houses had been in the pipeline for several years and planning permission had been granted on several sites for private housing. He had proposed that the building plans be brought forward to boost the numbers at the school as soon as possible and the district council had agreed.

He wanted the county council to give the school a two-year "breathing space" and believed that by then the new houses could be built and occupied.

A Somerset County Council spokesman said the county was being urged by the Education Secretary to get rid of surplus places in schools and that the rate support grant from the Government for

Somerset's services in the coming years was "bad news."

The idea of a two-year reprieve had been rejected partly because the county was aware that closure notices often took more than a year for the Education Secretary to decide on. The decision still had to go for final approval to the full county council on February 23.

● Somerset Education Authority has turned down a plan to close down its school meals service in primary schools, David Lister writes.

The plan has already been introduced in three other education authorities in the county, Lincolnshire, Dorset and Hereford and Worcester.

However, a special working party of Somerset members says it would be bad socially for the meals service to be withdrawn from the county's 300 schools.

Even if the service was withdrawn, the education authority would still have to provide over 5,000 free meals a day and the costs for each child would then be "unreasonably high."

An American expert's advice to exclude parents from professional decisions caused an uproar at the National Children's Bureau. Virginia Makins talks to Dr Lilian Katz

Don't try to be mother, nursery staff told

An American expert on pre-school education had an audience of British nursery teachers, researchers and voluntary staff at the National Children's Bureau up in arms last week when she suggested that attempts to make parents behave more like professionals were misguided.

Dr Lilian Katz, Professor of Early Childhood Education at the University of Illinois, was speaking on the differences between professional, non-professional and unprofessional practice with young children.

Several people in the audience were appalled by the implication that teachers should stick to working with children, and not try to work with the parents as well. "Setting the clock back 20 years," muttered one English professor.

Dr Katz's view is that good parents are, and should be, spontaneous, intuitive and irrational when dealing with children, and heavily biased in their own children's favour. Professionals should be detached, impartial and rational, making considered judgments based on the most reliable knowledge and insights available.

She says there is an inevitable conflict between good parents, fight-

ing for what they see as the interests of their individual children, and teachers, who are responsible for every child in the class. In recent years, she says "teachers have been under pressure to mother, and mothers to teach", and she suggests that neither is in the best interests of children.

Lilian Katz was a parent, and nursery teacher before she became an academic. She is highly practical, and has a dry sense of humour and a liking for phrase-making: "artificial dissemination of research", "analysis paralysis" (what parents and teachers get when someone tries to train them in new techniques without giving them any real insight or knowledge).

As director of ERIC, the Educational Resources Information Centre on elementary and early childhood education, she is in touch with a wide range of recent research and practice, which she uses in her extensive work with teachers and nursery staff.

She also contributes a regular column on three and four-year-olds to Parents magazine. The column deals with common problems like television watching and sibling rivalry, "I can tell parents some things they might consider, and about some research that bears on the predicament," says Dr Katz. "But it's up to them to decide what to do with it."

In her talk at the NCB on professional and unprofessional behaviour she took an everyday predicament - two children squabbling over a toy.

Non-professionals, she said, might try to "put out the fire", or to distract one child, or protect the underdog, or moralize about "taking" - all perfectly harmless re-

sponses that would teach the children nothing.

In contrast, a really professional teacher would, almost subliminally, make a whole set of judgments about how to use the squabble to teach the children some verbal and social skills appropriate to their stage of development. She would make decisions about the needs and characteristics of both the children, and about curriculum.

Dr Katz says firmly that intuition and common-sense should have no part in these professional decisions: both can lead to bad practice. "Today's common-sense is yesterday's revolutionary idea," she says. Nor does she rate experience very highly: "Experience of bad practice leads to perfectly bad practice."

One reason she has been trying to define professionalism is that she feels nursery teachers in the United States have faced increasing pressures to take on more and more responsibilities, ranging from work with parents to teaching nutrition ("a waste of time when children aren't doing the shopping," says Dr Katz).

"A profession should spell out its area of expertise. Because immature children need adults in so many ways, it's particularly important to set limits for early education."

"Some teachers are very good at going out to parents, but many are not. The question for the profession is should all its members try to learn to do it." She suggests that nursery teachers might do well to leave the parents to others.

"Working with parents is another burden, and many teachers are overwhelmed by what it can involve. Parents are very difficult to help - especially parents in trouble. If teachers do what is possible with children, wholeheartedly and well, they may only be contributing to 20 per cent of the child's development at the time - but for heaven's sake, that's a lot."

Dr Katz believes British nursery teachers have it rather easier than American ones. For one thing, there is probably more good practice to be found. For another: "In the US teachers' sense of doubt has increased fantastically. They have to ask: 'Is what I ask of children too much class, too Anglo, too sexist?' Their primary clients are the parents, not the children."

"The great thing about being a teacher of young children in England is self-respect. I've often thought, 'How lovely to know you're doing the right thing, even when you're not'."



About 300 Staffordshire pupils got an extra week's Christmas holiday when their school was devastated by storms that swept the country early in the New Year.

Freak winds of cyclonic force ripped off the roof of the central part of Broadacre Middle School in Hixon, effectively cutting the school in half. When Mr Derek Whitehouse, the headmaster, arrived on the scene the main hall, changing rooms, the library and the staffroom were all open to the elements and debris was scattered across the roof of the classroom blocks. One report has estimated damage at over £50,000 and the incident is now the subject of an inquiry by the county architects department.

Mr Whitehouse said he was "shattered" when he saw what had happened. "I was looking forward to starting school the next day and at that stage thought it would be some considerable time before we could go back. But everybody has worked marvellously and achieved little short of a miracle."

After contractors built a makeshift covered walkway to connect the two halves of the school, children went back to their lessons on Wednesday. The home economics classroom is doubling as a staffroom. It will be several months before the school returns to normal.



Sir Keith Joseph

Demystifying new technology

Making new technology less of a mystery was now an important task for teachers and trainers everywhere, said Mr Andre Kirschberger, principal administrator at the EEC Directorate for Education.

Many member states were installing hardware in schools and colleges: in France the aim was to supply every secondary school with at least one micro over five years and already 2,500 had been supplied. But the quality of software and teaching programs should be carefully watched - it was not always good and there was a need for some sort of quality control.

The programme began two years ago. It includes the employment of about 1,500 extra teachers, in-service training for Dutch and foreign staff, the development of teaching materials and the teaching of mother tongue languages and cultures. Turkish, the language of the largest ethnic group, was being taught more in schools as a second language.

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Dutch minister tells of ethnic scheme

A multicultural education programme in the Netherlands, costing about £7m a year, was outlined by Rud Lindenberg, from the country's ministry of education.

NEWS

Sarah Bayliss reports from the North of England conference in Liverpool

Ineffective heads must go, however long it takes

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The quality of schools depended largely on heads. "A good head can make a bad school good, and a good school better... Where heads are ineffective it is the duty of the L.E.A. to remove them from their posts no matter how time-consuming the task may be."

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He was in no doubt of the need for all foreign language teachers to spend a period of preparation abroad. Ministers agreed this as a common objective two years ago,

but it was still far from many trainee teachers.

The commission had proposed that all language teachers should be given a period of in-service training. This experience abroad gave teachers measurable confidence and more professional in the use of trips for their own better equipped to build bridges between language and other subjects in schools.

Improved foreign language teaching was one of the effects which membership of the European community had on children's education. There were more opportunities for national visits and exchange study of Europe on the curriculum.

Exchanges and visits also increase policy-makers' understanding of each others' education systems. An important international work had been set up by the National Foundation for Educational Research acting as the English and Wales.

Changes had made a big difference in the last decade in the UK. About 470 British schools had linked up with counterparts and established 270 links. The UK's best participation in polytechnics had been active in setting up arrangements.

Monetarism blamed for in EEC jobless total

An attack on the "devastating" effects of a monetarist approach to employment policies was launched by Mr Ivor Richard, a member of the Commission of the European Communities.

Opening a discussion on the transition from school to working life he said that following changes in governments in Holland, Denmark and West Germany, Great Britain was no longer the most right-wing in political terms. In 10 EEC countries there were now 12 million unemployed people and the total might reach 15m in the next decade.

Mr Gerhard Weibers, an official of the Commission, said unemployment was not just a threat but a daily reality for thousands of people. The question now was not how to improve the transition to work.

Twenty-eight pilot projects set up by the EEC over four years had laid

the foundation for changes in existing training provision.

They had established important principles which had to be put into practice. Local communities had to be involved in the learning process and the teacher was not the passive one but an active one. The teacher was not just a person who gave information but a person who coordinated the learning process.

The German government had offered apprenticeships to 100,000 young people in 1982 and had no intention of reducing it at the end of the year. It was to postpone unemployment for the post-19 age group.

Year's grace granted

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She says there is an inevitable conflict between good parents, fight-

Don't try to be mother, nursery staff told

ing for what they see as the interests of their individual children, and teachers, who are responsible for every child in the class. In recent years, she says, "teachers have been under pressure to mother, and mothers to teach", and she suggests that neither is in the best interests of children.

Lilian Katz was a parent and nursery teacher before she became an academic. She is highly practical, and has a dry sense of humour and a liking for phrase-making. "Artificial dissemination of research," "analysis paralysis" (what parents and teachers get when someone tries to train them in new techniques without giving them any real insight or knowledge).

As director of ERIC, the Educational Resources Information Centre on elementary and early childhood education, she is in touch with a wide range of recent research and practice, which she uses in her extensive work with teachers and nursery staff.

She also contributes a regular column on three- and four-year-olds to *Parents* magazine. The column deals with common problems like television watching and sibling rivalry. "I can tell parents some things they might consider, and about some research that bears on the predicament," says Dr Katz. "But it's up to them to decide what to do with it."

In her talk at the NCB on professional and unprofessional behaviour she took an everyday predicament - two children squabbling over a tricycle.

Non-professionals, she said, might try to "put out the fire" or to "disturb one child, or protect the underdog, or moralize about 'taking' - all perfectly harmless re-

sponses that would teach the children nothing. In contrast, a really professional teacher would, almost subliminally, make a whole set of judgments about how to use the squabble to teach the children some verbal and social skills appropriate to their stage of development. She would make decisions about the needs and characteristics of both the children, and about curriculum.

Dr Katz says firmly that intuition and common-sense should have no part in these professional decisions: both can lead to bad practice. "Today's common-sense is yesterday's revolutionary idea," she says. Nor does she rate experience very highly. "Experience of bad practice leads to perfectly bad practice."

One reason she has been trying to define professionalism is that she feels nursery teachers in the United States have faced increasing pressures to take on more and more responsibilities, ranging from work with parents to teaching nutrition ("a waste of time when children aren't doing the shopping," says Dr Katz).

"A profession should spell out its area of expertise. Because immature children need adults in so many ways, it's particularly important to set limits for early education."

"Some teachers are very good at going out to parents, but many are not. The question for the profession is should all its members try to learn to do it." She suggests that nursery teachers might do well to leave the parents to others.

"Working with parents is another burden, and many teachers are overwhelmed by what it can involve. Parents are very difficult to help - especially parents in trouble. If teachers do what is possible with children, wholeheartedly and well, they may only be contributing to 20 per cent of the child's development at the time - but for heaven's sake, that's a lot."

Dr Katz believes British nursery teachers have it rather easier than American ones. For one thing, there is probably more good practice to be found. For another: "In the US teachers' sense of doubt has increased fantastically. They have to ask: 'Is what I ask of children too middle class, too Anglo, too sexist?' Their primary clients are the parents, not the children."

"The great thing about being a teacher of young children in England is that you have more authority and self-respect. I've often thought: 'How lovely to know you're doing the right thing, even when you're not.'"

Dr Lilian Katz: teachers should stick to working with children, not with parents as well.

PRIMARY & PRESCHOOL

der, said that a building programme for 20 or more council houses had been in the pipeline for several years and planning permission had been granted on several sites for private housing. He had proposed that the building plans be brought forward to boost the numbers at the school as soon as possible and the district council had agreed.

He wanted the county council to give the school a two-year "breathing space" and believed that by then the new houses could be built and occupied.

A Somerset County Council spokesman said the county was being urged by the Education Secretary to get rid of surplus places in schools and that the rate support grant from the Government for

Somerset's services in the coming years was "bad news."

The idea of a two-year reprieve had been rejected partly because the county was aware that closure notices often took more than a year for the Education Secretary to decide on. The decision still had to go for final approval to the full county council on February 23.

● Somerset Education Authority has turned down a plan to close down its school meals service in primary schools, David Lister writes.

The plan has already been introduced in three other education authorities in the country, Lincolnshire, Dorset and Hereford and Worcester.

However, a special working party of Somerset members says it would be bad socially for the meals service to be withdrawn from the county's 300 schools.

Even if the service was withdrawn, the education authority would still have to provide over 5,000 free meals a day and the costs for each child would then be "unreasonably high."



About 300 Staffordshire pupils got an extra week's Christmas holiday when their school was devastated by storms that swept the country early in the New Year.

Freak winds of cyclonic force ripped off the roof of the central part of Broadacre Middle School in Hixon, effectively cutting the school in half. When Mr Derek Whitehouse, the headmaster, arrived on the scene the main hall, changing rooms, the library and the staffroom were all open to the elements and debris was scattered across the roof of the classroom blocks. One report has estimated damage at over £50,000 and the incident is now the subject of an inquiry by the county architects department.

Mr Whitehouse said he was "shattered" when he saw what had happened. "I was looking forward to starting school the next day and at that stage thought it would be some considerable time before we could go back. But everybody has worked marvellously and achieved little short of a miracle."

After contractors built a makeshift covered walkway to connect the two halves of the school, children went back to their lessons on Wednesday. The home economics classroom is doubling as a staffroom. It will be several months before the school returns to normal.



Sir Keith Joseph

Demystifying new technology

Making new technology less of a mystery was now an important task for teachers and trainers everywhere, said Mr Andre Kirchberger, principal administrator at the EEC directorate for education.

Many member states were installing hardware in schools and colleges; in France the aim was to supply every secondary school with at least one micro over five years and already 2,500 had been supplied. But the quality of software and teaching programs should be carefully watched - it was not always good and there was a need for some sort of quality control.

The programme began two years ago. It includes the employment of about 1,500 extra teachers in service training for Dutch and foreign staff the development of teaching materials

and the teaching of mother tongue and culture. Turkish, the language of the largest ethnic group, was being taught more in schools as a second language.

Dutch minister tells of ethnic scheme

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and the teaching of mother tongue and culture. Turkish, the language of the largest ethnic group, was being taught more in schools as a second language.

NEWS

Unions fight to restore supply cover

Teachers' leaders have united to condemn Labour-controlled Durham County Council over its axing of supply cover to its 49 secondary schools.

The move has led to a dispute between the authority and the two largest teachers' unions, the National Association of Schoolmasters/Union of Women Teachers and the National Union of Teachers who were continuing sanctions against the authority as the new term began.

The teachers' panel of the Council of Local Education Authorities/Schoolteachers' Committee, which considers conditions of service, stated after last week's meeting that the withdrawal of supply cover after three days had "worsened the existing practice".

All teacher organizations united in urging the authority to restore supply cover to secondary schools and calling upon it to repay teachers money it had deducted from their salaries for refusing to cover for absent colleagues.



Three-quarters of the pupils who require special education have mild learning problems - but their needs are allegedly neglected in teacher training courses.

Adviser highlights gaps in special education courses

by Diane Spencer

Training courses for teachers in special educational needs were strongly criticized by a chief adviser last week.

Mr Alan Giles, special education adviser for Avon, said that courses did not reflect the new concept of special educational needs outlined in the Warnock report and enshrined in the new Education Act.

He believed that courses frequently repeated earlier training: students spent too much time on statistics, psychology, educational theory and esoteric medical knowledge.

Mr Giles, who was addressing the annual conference of the Association of Special Education Tutors in Wakefield, thought they were also too biased towards the study of severe learning difficulties.

He pointed out that, of the 20 per cent of pupils estimated to be in need of special education at some time in their school lives, three-quarters would have mild learning problems. Their needs were largely neglected in teacher training courses.

"I think that more attention should be given to administrative

issues: many teachers have no idea how education is organized locally and nationally nor about legislation and its consequences. Staff are as well-informed as they should be."

Mr Giles, the president of the National Association for Advising Officers in Special Education, said he was disturbed about the number of heads with little experience of management skills and techniques.

He considered that post-graduate courses were inferior both in quality and quantity. Only when topics failed to get on a full-time course did they resort to a part-time one. Two important features, visits and discussion sessions, were sadly, usually missing from post-graduate study.

The Department of Education and Science and the Inspectorate should do research into the structure and content of courses and consult those on the receiving end - advisers and students as well as tutors and validators.

Mr Giles hoped that teachers' special education would be more concerned with methodology, sociology, good practice and the latest development.

Plan to replace O levels

by Julia Hagedorn

A group of un-named schools and local education authorities have shown an interest in a pilot scheme which could eventually supersede the examination system at 16. The scheme, whereby the young would make their own programmes of education in the last two years of compulsory schooling, has been submitted to Sir Keith Joseph, the Education Secretary, by Tyrrell Burgess, rector in the philosophy of social institutions at the North East London Polytechnic and a committee member of the Education for Capability Group.

The proposal is for a framework of initiatives in individual schools which place particular emphasis on the ways in which the non-academic achievements, interests and capabilities of young people could be externally recognized.

A school's arrangements for new programmes would be validated by a body including the school's governors and, perhaps, industrialists and councillors. The outcome of the programmes would then be accredited by a different body which might include inspectors, academics and teachers from other schools.

The recognition given by the accrediting bodies could itself be given a national currency in a fully developed scheme by a central accrediting agency. In the pilot scheme this function would be undertaken by the Royal Society of Arts.

Betty Adams, the scheme's other proposer, is editor of the National Association of Inspectors and Educational Advisers' journal.

Teacher claims staff blackened his character

by Neil Munro

History was made in Edinburgh last Friday when the Probation Appeals Board of Scotland's General Teaching Council met in public for the first time.

The request for a public sitting was made by Mr Evan Williams, a 44-year-old Welshman, who was appealing against a decision of the Council's probation committee that he should not be registered with the GTC following the completion of his two-year probationary period as a teacher of English at Stranraer Academy.

In Scotland, teachers can only teach if they are registered with the General Teaching Council, which regulates the profession.

Mr Williams claimed that his colleagues at the school had attempted to "blacken my character" with complaints that he was not a competent teacher and was not preparing pupils adequately for examinations during a period when he was in fact ill.

Despite a forceful plea on his behalf by Mr Fred Forrester, organizing secretary of the Educational Institute of Scotland, who described it as a "complex and unusual case in which the benefit of the doubt should be given to the probationer, the five-man board took just five minutes to decide that Mr Williams' registration should be cancelled.

Mr Forrester said it was unusual for a probationer to have his registration terminated after two years: the vast majority were given an extension.

Mr Forrester launched a strong



David Hellewell

Schools out of tune with today's music

Music teaching in British schools is out of tune with children's talent, according to Bournemouth composer David Hellewell.

Mr Hellewell, who runs the Academy of Music in Bournemouth, claims that children are put off by boring lessons about Beethoven and Bach.

Ten years ago Mr Hellewell invented a revolutionary teaching method called Mr D's music which combined classical music with jazz and electronics. "It is the music of today and it is what children are interested in," he said.

But although the Mr D method was adopted by Mr Hellewell's school, he has been given the cold shoulder by teachers throughout the country. "They are frightened by what is ridiculous," he said. "Traditional music teaching puts children off, but they are still forced to learn it. It would be better to let children The Stranglers rather than Beethoven."

Mr Hellewell and his colleagues, who have more than 80 pupils, find that once children have started to enjoy music learning they often become interested in classical music," he said.

Charges against head to be set out

by Richard Garner

Wakefield Council has agreed to provide more detailed evidence in support of its case against Mr Michael Schäfer, the headmaster of Eastmoor High School, who has been suspended pending a disciplinary hearing.

The National Association of Head Teachers, which represents Mr Schäfer and had already been granted a court injunction to prevent the council from publishing a statement that he should not return to the school, had threatened further court action if the authority did not provide it with more details of its evidence against Schäfer.

He was due to have faced a disciplinary hearing on Monday but this is now likely to be delayed.

So far, Mr Schäfer has been told the charges against him referred to his alleged inability to get on with staff and a lack of cooperation with the authority's advisory service.

Richard Garner looks at motions submitted to the NUT's forthcoming annual conference

Women seek bigger say in running of executive

Greater effort is wanted to give women a stronger voice on the executive of the National Union of Teachers, according to several motions submitted to the annual conference in Jersey.

At present, only five women are among the 42 people serving on the NUT executive despite the fact that most members are women.

However, it is clear from the motions submitted for the conference at Easter that a determined effort is being made to eradicate some of the sex bias.

Equal opportunities is one of the topics which has attracted a large number of motions from the different divisions and associations of the NUT - together with peace and disarmament, salaries, 16-19 education, professional unity and racism.

Several of the motions call for five seats to be set aside on the executive specifically for women - while one, from the City of Leicester, calls for a radical restructuring of the executive to allow each electoral district in England and Wales to return one man and one woman.

Divisions and associations throughout the country are now voting for the motions they want to see given top priority for discussion at this year's conference - and the shape of the final agenda will be known within the next month or so.

On disarmament, there are renewed calls for the union to affiliate to the Campaign for Nuclear Disarmament - a move which was narrowly defeated at last year's annual conference.

However, few associations appear to support the move. But most of those who have been in the forefront of the campaign over disarmament would like to see the union setting up a permanent committee for peace and disarmament.

In another motion on the same subject, teachers in South Bedfordshire are to urge the conference to declare peace education a compulsory part of the curriculum.

As a backlash after last year's

events, when delegates overturned a ruling by the union's President, Mr Alf Budd, that motions on disarmament were out of order and went on to support unilateral disarmament, two associations - Castleford and Pontefract and District - are asking for that particular motion to be rescinded and struck out of the union's records.

In addition, teachers in South Shropshire want the conference to commend the Government for its determination to retain and improve "all our major weapons of defence".

Also, as a response to last year's controversy over whether the disarmament motion should have been debated by the union, there are several attempts to alter the union's rule book to allow the conference "to form policy on social, political and economic matters of general interest to the trade union movement".

On equality, teachers in Wharfedale, West Yorkshire, are demanding that applications for teaching posts "should be made by initials and surname only and that all reference to the sex of the applicant be rigorously avoided in references in order to deprive either sex of advantage".

Concern is also expressed in several motions over the age of admission to schools with calls that it should be mandatory for all children to enter school at the beginning of the school year in which they reach the age of five.

Racism and multi-cultural education also attracted motions from several associations - with calls from inner London associations and Whitby for teachers to have control over the conditions upon which police come into schools. There has been concern over the increasing involvement of police in London in school activities.

On salaries, several motions ask the union to call for a flat-rate increase in its negotiations next year in view of the way in which successive wage awards to teachers "have increased differentials".

NEWS

16-19 reorganization leads to calls for teacher unions' merger

Calls are being made for a merger between Britain's biggest teachers' union, the National Union of Teachers, and the college lecturers' NUT members to transfer their membership to NATFHE. It wants proposals for a merger to be brought to the NUT's 1984 conference.

Links between the two unions are already close: representatives of each may sit in on executive meetings of the other, and both are headquartered in the same building.

On 16-19 education itself, several motions express concern over the "likely development" of a two-tier system of 16-plus education "which does not rest on the comprehensive principle".

This would give the new combined union two seats on the TUC's general council.

The Wolverhampton motion says the move should be made because of the decline in membership due to cutbacks in the teaching force and premature retirement and the fundamental changes taking place in secondary and tertiary education.

It says the introduction by local education authorities of 11-16 education systems coupled with tertiary colleges has led to a desire by many NUT members to transfer their membership to NATFHE. It wants proposals for a merger to be brought to the NUT's 1984 conference.

On 16-19 education itself, several motions express concern over the "likely development" of a two-tier system of 16-plus education "which does not rest on the comprehensive principle".

One motion, sponsored by Barkling and Dagenham, Lewisham and Westminster, says the concern stems from the development of the vocational 17-plus qualification and the Manpower Services Commission's Youth Training Scheme, coupled with the desire of Sir Keith Joseph, the Education Secretary, to retain the "traditional" sixth form.

Strike urged over vouchers

Teachers' leaders are being urged to back strike action if the Government goes ahead with plans to introduce a voucher system of education.

The call is being made by NUT members in West Kent to the union's annual conference, and is one of several motions calling for action to defeat the introduction of the scheme.

The strength of feeling of NUT members on this subject can be seen from the fact that none of the motions has been submitted by the more traditionally militant areas of the country.

The West Kent motion - submitted from an area where an element of open enrolment already occurs with the county council allowing schools to expand by up to one

extra form of entry a year if there is enough parental demand - calls on the union's executive to back industrial action, including strikes, if non-cooperation with voucher schemes fails to stop them being implemented.

In another motion, teachers from St Albans in Hertfordshire are urging the union to boycott any procedures connected with a voucher system.

Several of the motions opposing the introduction of the voucher system come from areas in Kent and the level of priority given to the issue at the conference will depend upon whether they have managed to convince other areas of the country of the need to debate the voucher scheme.

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NEWS

Legal advice to be sought over ban on staff governors

by Richard Garner

A teachers' union is taking legal advice over a ruling by the Charity Commissioners which prohibits teachers in most of Britain's independent schools from serving on their governing bodies.

The 90,000-strong Association of Masters and Mistresses Association believes a ruling that teachers in independent schools run by charitable trusts "occupy an office of profit" and therefore should not serve on the governing body is "open to legal question".

Mr Peter Smith, the union's deputy general secretary, said: "Some schools had found a way round the difficulty by allowing the teachers to elect a non-teaching governor to serve their interests or by setting up a staff liaison committee to discuss any problems."

"However, other governing bodies had nominated one of their members to liaise with staff. 'Sometimes that arrangement can create a further distance between the staff and the governing body, though,' said Mr Smith.

"Teachers feel very frustrated that important matters concerning their school's future are discussed while they have no way of expressing their views. By and large there are no hard-left members of the Tendency serving in independent schools so the schools would have nothing to lose encouraging staff to

serve on their governing bodies."

A spokesman for the Charity Commissioners said it had been established through case law that employees who benefited from the proceeds of a trust fund should not have a say in the manner in which those funds were spent.

The commissioners had considered their policy again in the light of the 1980 Education Act but had resolved their existing policy should stand. However, some exceptions to the general rule had been granted - for instance some art colleges had been allowed to have lecturers as governors to give the governing bodies the advantage of their artistic expertise.

The Independent Schools Information Service said that - of its 1,283 members - 982 had charitable status.

In a pamphlet published this week which draws attention to this dilemma, AMMA also says that teachers appointed to the governing bodies of maintained schools should "in no way be regarded as delegates".

The document, "The Role of the Teacher Governor", adds: "Teacher governors should make it clear at meetings when they are representing views of some or all of the staff. They have a responsibility to put forward opinions and raise any matters when requested to do so by staff."

Snow dispute drifts on

A peace initiative aimed at solving a year-old dispute between Labour-controlled Mid Glamorgan County Council and members of the National Association of Schoolmasters' Union of Women Teachers has ended in failure.

Mr Fred Smithies, general secretary-designate of the union, met Mr Philip Squires, the chairman of the education committee, to discuss the dispute which started when the county council docked NASUWT

members' pay for refusing to teach during a half-term break. The authority had kept the schools open to try to make up for time lost during last winter's heavy snowfalls.

Following the breakdown of the talks the union announced that it would continue to withhold its goodwill.

Mr Smithies said it was "with mutual regret" that the two sides could not agree.

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Red Cross school awaits closure vote

by Diane Spencer

The only school in England to be run by the British Red Cross Society is almost certain to close by the end of July. A final decision will be taken by the trustees on January 22.

The Palace School in Ely, Cambridgeshire, for physically handicapped children from eight to 18, was founded by the society just after the Second World War and is housed in the old Bishop's palace.

Mr Robert Edwards, secretary of the British Red Cross Society, said it appeared to be a victim of falling rolls and current education policy. Both the Warnock report on special education and the Education Act of 1981 emphasized that wherever possible handicapped children should be educated in ordinary schools.

The school can take 55 children but it has had no new pupils in the past two years and its roll is down to 22. Despite appeals to local education authorities, a petition and a debate in the House of Commons, no new enrolments are likely, so the society, after giving a year's notice, says it had no alternative but to close it.

The 49 staff are, in the words of the head, Mrs Margaret Tonge, "keeping fit for the dole queue". She says she has only been offered £1,600 redundancy pay compared with a possible £50,000 if she were in the state system. "I am not settling for that," Mrs Tonge said. Her union, the National Association of Head Teachers, is working on her behalf.

Lady Pemberton, chairman of the managers, said a school in Hampshire was willing to take the children. "It is very good and well-equipped - better than the Palace - but parents think it is a long way to travel."

The society will try to sell the lease which is owned by the Church Commissioners. It is likely that it will then have to pay back a loan of £125,000 from the Department of Education and Science.

People

Mr Robert R Bullock has been appointed senior lecturer in education (primary) at West Glamorgan Institute of Higher Education in Swansea. He has been deputy head of Highcliffe county junior school, Birstall, Leicester.

Mrs Cherry Cridge has been appointed head of Bessemer Grange junior school, Dulwich, London from April 1. She has been head of Winterbourne Valley First School in Dorset since 1979, but had previously taught in inner London for 14 years.

Mr Barry Scanlon, education finance officer for Shropshire County Council, is to join Bolton Council's education and arts department as an assistant director in charge of operational services.

Valerie Hilder, organizer of Croydon's adult education service for the past four years, has been appointed staff inspector for adult education and the youth service with the Inner London Education Authority.

Mr Terence H Lee has been appointed head of Norwood Park primary school. He has been acting head of the school since April, and took up the formal position in October.



Mrs Cherry Cridge



Mr Terence Lee

Mr Alan Gronow has been appointed deputy secretary of the Association of Metropolitan Authorities. At present he is an assistant secretary at the AMA with responsibility for manpower issues. He combines those responsibilities with those of his new post.

Mr Royston McHugh, senior search fellow in the faculty of educational studies at the Open University, has been appointed as a director for learning resources at Inner London Education Authority branch which produces and applies audio-visual materials as teaching aids for schools and colleges.

Mr Charles G Sull, headmaster of The Bishop Gore Comprehensive School, Swansea, is the principal of Welsh Secondary Schools Association for 1983.



Mr Charles Sull

Voucher plan under fire from Right

by Biddy Passmore

The voucher scheme now awaiting Cabinet approval seems most unlikely to satisfy right-wingers. Judging by an article published in the latest bulletin of the National Council for Educational Standards.

Professor Anthony Flew, until recently professor of philosophy at Reading University, writes that a voucher must enable parents to switch resources from one school to another.

"Any scheme in which no extra resources accrue to a school enrolling a new voucher-paying pupil, and in which no resources are withdrawn from the school from which that new pupil came, simply is not a voucher scheme at all," he says.

But, as revealed in *The TES*, the scheme which has been devised by education ministers would only permit parents to "cash" their voucher at an independent school. Parents opting to stay in the maintained sector might still be given a voucher. But this would simply be a piece of paper setting out their existing rights to choose a school - perhaps strengthened in some areas by an open enrolment scheme under which schools could expand by up to one form of entry to meet parental demand.

Professor Flew, an influential member of the education study group of the Centre for Policy Studies, wrote his article before details of the Government's scheme leaked out.

Professor Flew, a robust right-winger, argues for the full, free-market version of vouchers, under which schools would flourish or contract according to the number of pupils they managed to attract. "On that Great Day, things in education would be just as they next car is to be a Fiat instead of a Volkswagen," he says.

This kind of scheme would turn all schools in effect into independent schools and their teachers would become "independent professionals, paid by and responsible to their clients".

The introduction of such a scheme would lead to a "fundamental shift in the balance of power", Professor Flew argues, and raise standards and give choice for money.

He also believes that vouchers would lead to the creation of more independent schools as many people, especially among racial minority groups, "rarely" to get up their own voucher scheme. The paper prepared at Sir Keith Joseph's quest setting out the voucher scheme shows "indefinite and incoherent complacency" by the Government.

Vouchers: A Reply to the NCES bulletin of the NCES, written by the secretary Mrs M. R. Chapman, Cresswell, Kent, price £1.20, postage.

Boarding out
Ms Sheena Carson, a home economics teacher in a Leicestershire school, is to spend three months working with engineers in the Midlands Electricity Board. She is looking at the development of new technology for the power industry.

News in brief

Bank dividends

Pupils from schools in Devon, Durham, Mid Glamorgan and Yorkshire have won the Midland Bank's Information Technology '82 Competition aimed at encouraging teachers and pupils to take an interest in information technology.

The four schools, Bedwas comprehensive in Mid Glamorgan, Leeds girls high school in Yorkshire, Teignmouth high school, in Devon, and Fyndoune comprehensive school in Durham, received prizes of up to £3,000 worth of microcomputer system or computer equipment from Mr Kenneth Baker, Minister of State for Industry and Information Technology.

Seven pupils from the top four schools won a home computer system worth £300.

World studies

A World Studies Teaching Centre has been set up at the University of York to promote a global perspective throughout the school curriculum.

The centre will organize pre-service and in-service teacher training, develop a resources centre, and publish the quarterly *World Studies Journal*. Its director is Mr David Selby, who moves from Groby Community College, Leicestershire, where world studies is a subject taken by every pupil.

Course approved

A new post-graduate certificate course in education at West London Institute of Higher Education has been approved by the Council for National Academic Awards.

The course is approved for primary and secondary students offering a main subject in physical education, religious education, history and English.

Richard Garner on the plight of teachers trapped on low pay scales



Miss Florence Kirkby: "In larger schools quite a high proportion of staff need more promotion prospects."

Promoting change

has meant that progress has been very slow on this score.

It is a point with which the I.E.S. have some sympathy. In a paper they prepared for the working party, they also talked of the need to reward the good classroom teacher.

However, their paper also referred to the need for some form of assessment to determine just exactly who were (and were not, presumably) good classroom teachers - and it is on this point that the teachers' attempts to move this discussion out of the working party and into the Burnham committee, which negotiates pay, may founder.

According to a teachers' panel paper reported in *The TES* (Decem-

ber 17) supporting the teachers' pay claim, there are at least 90,000 teachers currently trapped in their jobs without promotion prospects.

An example of this can be seen at a typical South London high school with 900 pupils (400 of them in the sixth form, which means it has a relatively high staffing level).

The school has just under 70 teachers. According to its deputy head it would be "exceedingly difficult" for any of them to gain promotion by moving and they would only be promoted internally "by sheer happenstance", that is if someone retired or was persuaded to take premature retirement.

At the end of last year, it was felt that 17 of the staff merited promo-

tion but the school had only five promotion points.

All the staff were called to a meeting at which the dilemma was outlined to them - and they were told there was "no way" in which the school could be fair in the way it allocated these five points.

The teachers' claim includes a plea for more Scale 3 or Scale 4 posts.

"The teachers were very demoralized and very unhappy before we had the staff meeting but then everybody cheered up a bit because of the way we'd tackled it," the deputy head added.

The teachers' claim for the restructuring of the salary scales also includes a plea for more Scale 3 or Scale 4 posts to be allocated to schools which would also help to offset this difficulty.

Miss Florence Kirkby, who is the Secondary Heads' Association's representative on the teachers' panel of the Burnham committee and a headmistress in Newcastle, said: "We have some reservations about the wording of the teachers' paper but we support the main idea that it should be included in the pay claim. It is not so much a problem in my school but in larger schools quite a high proportion of staff need more promotion prospects."

Peter Langley's best chances of promotion at the moment probably lie in looking for a Scale 3 head of department job at another school. However, in order to succeed, he would stand a better chance if he was already in a Scale 2 post and, with the lack of points available in his school, this is unlikely to be the case.

The only move which would give him that hope and incentive is the type of restructuring of the pay scales that is being talked about.

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SPORT

Oliver Leaman assesses the unsporting pressures which tend to discourage girls from active PE.

Sit quietly on the sidelines and watch the boys play

There is a good deal of discussion by feminists such as Dale Spender, about the advantages girls derive from being taught in single-sex environments - either in separate schools or in separate classes in mixed schools.

But not much is said about physical education which, in secondary schools at least, is taught mainly to single-sex groups. The content of the lessons is usually very different, too.

The 1975 DES report *Curriculum Differences for Boys and Girls* commented: "The separation of boys and girls in PE at the age of 11 and afterwards calls for serious thought... a great many sports can be enjoyed as mixed activities... to limit the experience in the aesthetic aspects to girls... is not one to be desired."

This separation actually starts in junior schools with boys having skills activities and girls being more involved in recreation.

Indeed I have visited schools on Merseyside which even forbid girls from playing ball games in the playground at break. Long before the switch to secondary schooling you can identify the very different physical activities in the playground - aggressive and self-confident boys at the centre with quiet and passive girls watching from the side.

The problems girls have in relating to PE in the secondary school are due, in part, to the fact that adolescence is close and they are strenuously involved in constructing their notions of femininity.

An apparent conflict between being a sportswoman and also sexually attractive, a ban on jewellery, dislike of perspiration and hatred of showers, all militate against girls be-



In training... for a man's world

coming seriously interested in sport. This is reinforced by non-sporting backgrounds and the constant message of the teenage magazines that the most important aspect of life for young women is their relationship with men. This suggests that sport is, in many ways, a masculine concept in which women can participate only peripherally.

How do teachers of girls' PE react then to the familiar lethargy and lack of interest which their pupils display towards the traditional PE curriculum?

On Merseyside, I have noticed four kinds of reaction. A common attitude among teachers, especially those produced by the single-sex PE colleges, is one of confrontation.

This amounts to making no compromises and ignoring the evidence of alienation among the pupils. To a certain extent this teaching strategy can be explained by the teacher never herself having experienced, when a teenager, hostility to sport - indeed, it was their interest in sport which led to their becoming PE teachers.

A different strategy is that of compromise, making the curriculum more relevant to the interests of the girls - this might lead to more classes in keep fit, "popmobility" and dance, which sometimes succeed in attracting girls. But this may be at a cost, in that they merely emphasize stereotyped distinctions between the sexes.

A third strategy is to try to raise girls' sporting aspirations. The trouble with this is that girls' leisure time will often be at the mercy of their boyfriends. And teachers trying this line are frequently regarded as out of touch by their pupils.

Increasingly, teachers are trying a fourth strategy - this is to mix PE classes. This can occur because of staff shortages, but sometimes it is a genuine attempt to achieve equal opportunities in PE.

While many schools are keen on the sporting prowess of their football, cricket and rugby teams, there is, at the same time, a reluctance to permit girls into these areas if they are to do more than sample the skills involved.

Of course, physiological differences between post-pubescent boys and girls do make some activities easier for one or the other. But these differences are only really significant at the top end of competi-



In training... for a woman's role

tive sport and should not interfere with all kinds of sport at school. Even so, the enthusiasm of some schools for competition and winning has led to the virtual exclusion of girls from the important male sporting events.

In many ways it would be a mistake to think that mixed PE is the answer to the problem. For one thing, quite a few girls' PE teachers are keen on taking mixed groups because they are eager to teach boys. This is because boys are often thought to be less temperamental and more physically active.

Dr Leaman is a senior lecturer in education at Liverpool Polytechnic who is currently on a School of Physical Education research project into physical education.

with two heads of department PE - one for boys and one for girls - it may well be that the boys are on a higher state than the girls in charge of PE resources on the traditional activities.

These four strategies appear somewhat questionable, but each constitutes a different approach to the problem of girls' participation in PE.

Perhaps the most needed is the one which can be equally well applied to girls which would be a great deal more, or stronger.

Perhaps there also be some meaning of the spirit of competition which might encourage general participation and interest.

Ultimately, it is the adolescent alienation from matters. But it is that despite PE educationally you see the attitude of girls.

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Careers Diary

by Brian Heap

University interviews are now taking place - here are one or two points for sixth-form tutors to pass on to candidates.

1 An interview is a two-way process, the university want to know something about you - and you should want to find out something about them. An intelligent candidate can judge an institution from the sort of questions asked and the interviewer will base his assessment of the candidate, not only on his answers, but also on the sort of questions he puts.

2 Read the prospectus carefully beforehand - about life at the university and the facilities available and more importantly, about the syllabus.

3 If there is something you don't understand about the syllabus - don't be afraid to ask.

4 Stick to the point when answering questions. Interviewers are not unintelligent people; if you don't know the answer, say so, don't waffle, they can see right through you.

5 Don't be frightened of being trapped by a trick question. It can happen sometimes, but generally interviewers are trying to learn as much about you as they can in a very short time. If you believe strongly about a certain issue, don't be afraid to hold your ground, but be able to justify your opinions.

6 Never be afraid to say "I don't know"; many interviewers claim that they are more interested in capacity than achievement and are usually neither surprised nor especially put-off by a confession of ignorance.

7 Try to show that you really care about the subject - they are looking for motivation as well as intelligence.

8 Read through a copy of your UCAS form before the interview (or at least try to remember what you put on it), since you are very likely going to be asked questions on the interests and activities stated.

9 Finally, as one interviewer remarked, "It's no bad thing if a few sparks fly at an interview. The wise candidate will recognize such exchanges for what they are - not acrimony but symptoms of the endless energy and vitality of academic study."

Form tutors could very usefully incorporate "mock interviews" into tutorials at this stage, with individual candidates being interviewed in front of the whole group and then follow this up with a discussion of the outcome. It is an intimidating experience for some, but a very good preparation for the real thing.

A new course starting in October 1983 has been announced by Salter University (BSc Honours Degree in Manufacturing Engineering). It is a sandwich course of four years duration and several companies within the GEC group have already offered to sponsor suitable candidates on the course with a view to eventual employment as professional manufacturing engineers. The minimum A level performance is quoted as CCD.

Conservation is a popular subject for many sixth-formers, who may be interested to know that a revised version of *Careers for Environmentalists* has just been published. It is available from the Council for Environmental Conservation, Zoological Gardens, Regents Park, London (Price £1.25).

Tough timetable for steering group

The steering group which will oversee the reintroduction of technical and vocational education into the secondary school system of England and Wales met for the first time this week - 72 hours after its composition was announced.

Eleven of the 15 members can be said to represent education interests. Two are teachers, and a third a director of education. And the nine members nominated by the local authority associations and the TUC are all drawn from the education specialists in their ranks.

Of the three employer representatives, one is a former teacher and another a university pro-chancellor. The board, which is being called the National Steering Group for the New Technical and Vocational Education Initiative, is headed by the chairman of the Manpower Services Commission, Mr David Young.

The group's first task is to approve guidelines for the selection of the 10 i.e.s.s who will be funded to set up pilot programmes of technical and vocational courses for the 14-18s over the next five years.

More than 30 authorities have told the MSC that they are keen to take part in the programme, and are willing to see whether the guidelines will permit them to put forward the sort of schemes they have in mind.

Mr Young and his officials have made it clear to the group that they want the guidelines to be out by the end of this month, together with a deadline for authorities to submit their firm bids within weeks so that a final choice can be made and the projects authorized during the next couple of months.

But there is every likelihood that the group will refuse to be rushed into a scheme without working out beforehand its implications for the school system as a whole.

They know that they can rely on their caution being backed by the Manpower Services Commissioners, who turned down Mr Young's original crash timetable, under which the steering group would have been set up weeks ago and have selected the 10 projects by the end of this month.

These are the members of the steering group:

Rlehard Knight, Director of Education for the City of Bradford Metropolitan District Council, vice-president of the Society of Education Officers and education adviser to the Association of Metropolitan Authorities.

Valerie Glover, Head of the Blyth Jay Comprehensive School in Northwich for 14 years and before that, head of department for professional courses at St John's College, Manchester; chairman of the Secondary Heads Association education

committee, 1975-79 and representative on the curriculum committee of the Schools Council. She is also a member of the Council and Executive of the City and Guilds London Institute.

Dr Norbert Singer, Director of the

Edited by Mark Jackson

Thames Polytechnic since 1978 and a member of the Council for National Academic Awards.

Sir Alastair Pilkington, Chairman of the Chloride Group and former chairman of Pilkington Brothers; pro-chancellor of Lancaster University and a former member of the CNA.

Nicola Harrison, Chairman of the Association of Metropolitan Authorities education committee and of the Council of Local Education Authorities.

Dudley Fluke, Formerly Chief Education Officer of Greater Manchester, he is the new Education Officer to the Association of Metropolitan Authorities.

Philip Merridale, Vice-chairman of the Association of County Councils Education Committee and Chairman of Hampshire education committee, he is also a member of the MSC's Youth Training Board, which

oversees the Youth Training Scheme. John Horrell, Chairman of the executive council of the Association of County Councils and of the Cambridgeshire County Council education committee, he is a former chairman of the ACC's education committee and of the Council for Local Education Authorities.

John Harries, Chairman of the Welsh Joint Education Committee and leader of Dyfed County Council, he is also on the Association of County Councils' education committee.

Roy Jackson, Head of TUC education department and secretary to TUC education committee. He is also a member of the MSC's Youth Training Board, of the Further Education Curriculum Review Unit board, and of the Schools Council.

Clive Jenkins, General Secretary of the Association of Scientific Technical and Managerial Staffs and chairman of the TUC's education committee and of its Educational Trust.

Fred Jarvis, General Secretary of the National Union of Teachers and a member of TUC General Council.

Eric Sharp, Chairman and chief executive of Cable and Wireless. Donald Stradling, Group Personnel Director of John Laing and previously the company's group training and further education officer, he is a former teacher at St Albans School.

Youth service courses to be INSTEP

Youth worker training is to become fully subject to national standards for the first time. Initial training courses will have to be endorsed in future by the In-Service Training and Education Panel (INSTEP).

Until now the handful of colleges of education which train youth workers have been left to decide for themselves what they need to know, and have awarded their own qualifications.

Now INSTEP, which already endorses in-service qualifications, will be reconstituted as the Council for Education and Training in Youth and Community Work.

The new council is to get £120,000 a year from the Government, but will be run, for the time being, like its predecessor, by the National Youth Bureau at Leicester.

At the same time the future of the bureau is to be reviewed, Mr William Shelton, the junior education minister, responsible for youth affairs, has announced.

The Government is acting on a recommendation of the Thompson Committee on youth provision - which also proposed the new arrangements for endorsing initial training - that the whole function of the bureau and its relationship to other agencies should be examined.

The NYB is funded by the DES and some other Government departments to provide support and co-ordinating services of various kinds to the statutory youth service and to voluntary agencies, and also to carry out research.

The bureau and the youth service organizations have welcomed the idea of review along the lines proposed by the committee, which thought that the bureau should be relieved of a lot of its routine work and enabled to concentrate on developing and improving youth provision throughout the country.

But they are worried by a phrase in Mr Shelton's announcement which refers to the need to integrate the bureau's work into "wider national institutional arrangements". They fear that this may mean that the bureau will be made accountable to a Government-appointed body rather than as at present, to the youth service itself.

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Putting gloss on the soccer week

Soccer weeks for youngsters get more imaginative every year. They have come a long way from heading and trapping in the morning and five-a-side in the afternoon.

PGL, the Herefordshire-based firm which pioneered action holidays for the young, has virtually based its weekend and five-day coaching courses this year on Ipswich Town Club. Besides involving top professionals, even the club apprentices are brought into the programme.

For football-mad youngsters from overseas, "The London Cup" is being promoted this year by New Olympic Sports. Not so partial in its approach to the game as PGL, the idea is that visiting teams compete for a cup between the Changing of the Guard, trips to Windsor and Stratford and gazing at the Crown Jewels. Any team knocked out drops into the draw for the plate. All the teams, coming so far from countries, will be based at Brunel University.

Roll out the hockey teams

A London school is looking for others which share its enthusiasm for the latest team game to appear on the television - roller-hockey. Forest Hill School in SE23 claims to be the first London school to have its own team and inaugurated its fixtures last year with a game against the Street Wonders of Putney. The school number is 01-699 9243.

Marathon charity run

by Bert Lodge

A "jogle" is being organized by a Chester school. Anyone guessing that the word must have something to do with jogging is getting warm but it's the route that gives precise definition. Start at John O'Groats and finish in the usual place, put the initials of both points together and - that is a jogle.

The organizers, Queen's Park High School, have written to 2,000 schools along the route asking them to provide runners to accompany the Queen's Park relay team as it passes through their area.

Every stride sponsored, the relay raised for charity could add up to each individual school. The enterprise is also being the Westminster Charity Run, which was launched last year, the Duke of Westminster. The relay will pick up their team on Thursday, May 26 and their sun holidays will be over by the time the last leg passes the Lands End on Saturday.

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Malcolm Cook with a foreword by Lawrie McMenemy

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OVERSEAS

France/Anne Corbett

Savary reform proposals favourably received

PARIS: "Our aim is a united, not a uniform, structure for education. This reform should help us to renovate the whole system."

If the French Government's proposals to integrate most private schools into a reformed public sector of education go through as M. Alain Savary, the Minister of Education, wishes, French education will have lost two characteristics ascribed to it by legend: a degree of centralization which is said to have enabled a French Minister of Education to consult his watch and say what all French children would be learning at any particular moment; and a ferociously anti-clerical structure first defined in the 1880s.

It would, however, have an institutional framework which matches recent evolution and, apparently, public demand.

In a long-awaited pronouncement just before Christmas, M. Savary said there were four areas on which negotiations would have to take place: the geographical distribution of resources (the *carte scolaire*), the scope for schools to develop their own identity in a way hitherto unknown in France, the status of teaching and non-teaching staff, and the range of educational activities.

Private schools wanting to continue to receive public finance (as more than 90 per cent already do) would come under the same budgetary and planning constraints as state schools. They would not, for example, be able to open new classes without the approval of the regional education authority (the *académie*). Negotiations would also have to take place on what classes to keep in areas of falling rolls. Private schools would be constrained to take pupils only from an administratively defined area: the other hand, parents would for the first time be given a choice of several



President Mitterrand: mysterious attitude to Savary plan

state schools. (These reforms become technically easier to implement under the Government's decentralization programme).

All schools would in future be required to state their aims and objectives on all aspects of their life, including sporting, cultural and religious matters as well as the curriculum. This statement would be drawn up by a widely representative school council, including parents, pupils, teaching and non-teaching staff, and local councillors.

Teachers, other than those in religious orders, would have their status and conditions improved in line with their colleagues in state schools. Those without tenure would be available to be used as the regional authority thought fit. The religious schools would, however, lose control over the appointment of the institution's director, local councillors having a part to play through the schools council.

There are two million pupils in private schools in France (15 per cent of the total school population) and 110,000 teachers. For many of

these pupils private schools are a safety net. For example, 40 per cent of those in the "crunching" classes for the *baccalauréat* of upper secondary schools have dropped out from state lycées. There are also experimental schools encouraged by President Mitterrand's Government.

But the vast majority of the private schools are Roman Catholic schools which receive heavy state aid in return for employing qualified teachers and teaching to nationally defined programmes. They appear to be valued more as havens of discipline than for their religious character.

It is evident in the reactions to M. Savary's proposals that the nature of the 100 years' war of religious schooling in France has changed, with those most closely involved reserved but not totally hostile. The traditionally anti-clerical teachers' unions in the state sector most fear that the Government is making concessions to already privileged schools to the detriment of state schooling.

Some Catholic intellectuals have actually welcomed the proposals, and the spokesman for the Jesuits says that if there is room for grassroots decision-making then he, too, would find the Savary plan acceptable. Even the conservative Catholic hierarchy, having been brought in to preliminary discussions, agrees that some negotiation is not impossible, though not necessarily in the terms M. Savary envisages. Phrases like the "crunching" and "strangling" of private education have been limited to the right-wing press.

The Minister would like negotiations to begin this month. The only mystery, given that the Savary proposals have been widely regarded as astute, is why a week ago M. Mitterrand tried to send him off to be French Ambassador in Madrid.

Republic of Ireland/John Walsh

Equality with a flurry

DUBLIN: Mrs. Gemma Hussey (right), the Republic's new Education Minister, is the first woman in that position and only the third to hold a Cabinet post in the country.

She came to prominence through the women's movement. In 1977 she was elected to the National University of Ireland constituency to the Senate (Parliament's Upper House). She was elected to the Dail (the Lower House) last year.

Mrs. Hussey is expected to implement the education section of the Fine Gael-Labour programme for government. This proposes a greater degree of co-education in Irish schools and further steps to ensure that both boys and girls have an equal opportunity of studying all subjects in the curriculum.

It also commits the new Government to set up a National Parents' Council and an independent ex-



aminations and curriculum body. In further education it will introduce a dual year which will increase the number of students through the institutions.

Mrs. Hussey has caused a flurry by asking for a female to be her state car. There is no precedence for such an appointment: police representative says it should be a matter for police authorities, not for min-

Getting to school at a price

DUBLIN: More than 80,000 secondary school pupils in the Republic have been given an unwelcome New Year gift - hefty transport charges from the start of term this month. The charges were proposed by the previous Fianna Fail administration, but it fell to Mrs. Gemma Hussey, the new coalition Government's Education Minister, to announce the details.

Junior school pupils who enjoyed free transport until now will have to pay £1R42 per year - those in the senior cycle £1R72 a year. There will be a ceiling of £1R150 per family in any one year.

The cost of running the bus service has been rising rapidly recent years to £1R30m last year. The new charges are being used to make up for a £1R5.5m of estimates for this year.

The charges have been denounced by teacher unions who say they will lead to a drop in enrolments and consequently to redundancies. The two great teachers' unions are urging members not to cooperate with the charges.

Although the charges mainly affect rural pupils, children in the city are hit by increased fares.

New Zealand/Hilary Wilce

Inspectors make them shake in their shoes...

Inspectors' visits are the biggest single cause of stress among New Zealand primary school teachers, although day-to-day it's the children who get them down.

A recent survey of health in almost 300 primary school teachers showed that 59 per cent of them found inspectors' visits stressful. Men found them more worrying than women.

The next most stressful thing was interviews with parents, followed by class trips.

Family illness, concern about their next job and the encroachment of the job on personal time all caused the teachers more stress than things that happened in the classroom. In class, the most stressful subject was reading, followed by maths and science.

Day-to-day the most stressful events and situations included: the problem children in the class; disobedience, not being able to get on with individual pupils; children not listening, being noisy, being hostile and aggressive; and other, outside interruptions; children having learning difficulties; the weather making them late.

The research, by Mr. David G. Way of the department of education at Victoria University, Wellington, found only a weak connection between poor health and high stress.

The deep anxiety about inspectors' visits can be explained by a large amount of say inspectors in New Zealand have over teacher promotion.

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OVERSEAS

Hungarians unveil plans for technical training

by a special correspondent

Hungary is to introduce a new technical training system, based on specialized secondary schools.

Full-time courses begin in 1985, while external courses - for those who leave school at 15-plus after the obligatory eight years at primary school - start in 1984.

These courses will stretch over four or five years. The first two years will cover general subjects. This will be followed by either a two-year specialized course, leading to a "skilled worker" diploma, or a three-year course giving a specialist qualification.

The new courses are a compromise. During the 1970s there was considerable pressure for the remodel-

ling of all secondary education on the basis of work-orientated courses, and the abolition of the traditional schools (*gymnasiums*).

But this evoked a large number of protests from parents and the plan was quietly dropped in 1980, when Mr. Imre Pozsgai, the former Minister of Culture, and a known supporter of the *gymnasiums*, took over the newly-combined Education and Culture Ministry.

Even so Hungary has continued to pay lip-service to the idea that school life should be more closely linked with industrial production. This was particularly the case during an educational "summit" last summer, when representatives of Bulgaria, Czechoslovakia, East Ger-

many, Poland and the Soviet Union met in Szekesfeharvar, 60 kilometres west of Budapest.

Mr. Pozsgai was replaced as minister last summer and the new plan for technical secondary school would seem to come from his successor, Mr. Bulu Kopecky. He, too, does not seem to be entirely happy about sacrificing the centuries-old Hungarian grammar school tradition.

Enrolment in a technical secondary school does not necessarily mean a lifelong commitment to factory life. Provision will still be made, via a special "supplementary examination", for transferring back to the general secondary stream at the end of the technical school two-year foundation course.

Harvard seminars for Reagan officials

In the first programme of its kind, the White House has hired Harvard University's graduate school of government to conduct a series of management seminars for some 200 top officials of the Reagan Administration.

During the past decade Harvard's John F. Kennedy School of Government has successfully run similar training programmes for newly-elected members of Congress, state government officials, the mayors of America's largest cities, and other public management executives. While the latest link in a well forged

Cambridge-to-Washington bond, it marks the first occasion in which the White House has actually drawn up a contract with a university for such services.

The White House is paying \$85,000 (£50,000) for a series of six executive training seminars, using actual case studies. The two-day sessions will be held in Washington for groups of about 30 presidential appointees who all serve at assistant secretary level.

One seminar was held about a year ago as a pilot. It was described as "particularly lively" by those

attending and given top grades from the Secretary of Defence, Mr. Caspar Weinberger, who sat in as an observer.

Harvard professors describe the seminars as "a mutual learning process" as material gathered from the sessions will most likely be used in courses taught at the graduate school.

Seminars will focus on dealings between these managers and Congress, the media, the states, cities, and various interest groups.

E. Patrick McQuaid

Canada/Les McLean

Facing up to anti-semitism

TORONTO: Canadian schools have begun, somewhat belatedly, to discover the Holocaust. More than 40 years after the Nazis embarked on their "final solution", this painful and threatening piece of recent history is getting serious attention in publicly supported schools. That it is happening now is due in part to the publication of research describing the official policy and actions of the Canadian Government as regards Jewish immigration to Canada before, during and after the Second World War.

None Is Too Many, subtitled "Canada and the Jews of Europe, 1943-1948", is being adopted as a reference text in high schools and universities and has become a Canadian best seller. In 285 pages followed by 40 pages of scholarly footnotes, the authors document again and again the government policy that resulted in the admission to Canada of fewer than 5,000 Jewish refugees between 1933 and 1945. (During the same period the United Kingdom accepted 70,000, the United States 200,000, China 25,000 and little Bolivia 25,000.) The title comes from a reply given in 1945 by a senior Canadian official to several journalists who asked how many Jews would be allowed into Canada after the war.

None Is Too Many, Irving Abella and Harold Troper, Toronto: Lester and Orpen Denny's Ltd., 1982.

Ontario intends to raise level of formal testing

TORONTO: More compulsory courses, closer supervision by the province and more formal testing of achievement are prominent features of the Ontario provincial government's recent response to recommendations from a Secondary Education Review Project.

The project's report was tabled in October after several years of study and consultation. Its 98 recommendations covered almost every aspect of secondary education. One of the most discussed and controversial recommendations was that the final year of schooling be eliminated (TES, October 8). Dr. Bette Stephenson, the Education Minister, has now directed that the grade 12 graduation diploma and the grade 13 honours diploma be combined.

The new diploma will require successful completion of 30 credits, 16 of which would be prescribed and will normally take four years. A credit will continue to require a minimum of 110 hours of classroom study.

Teacher jobs were retained and university faculty fears allayed by converting the grade 13 programme to "prescriptive, provincially-designed Ontario Academic Courses (OACs)", to be developed in consultation with universities and colleges. These courses will be the basis for university entrance.

Inclusion of one French credit among the 16 required of all graduates caused much comment. It would seem unremarkable (even inadequate) in a country where French is one of two official languages, but the reality is that French is not an official language of the

province of Ontario, and teachers wondered how to motivate an entire heterogeneous student population to earn a meaningful French credit.

On the other hand, the most-but-significant Francophone population was outraged that five English credits and one French are to be required of everyone, with no mention of those taking their entire secondary programme in French.

The minister subsequently announced that three credits in French would be permitted but that the five English credits would still be required of everyone. Leaders of the Franco-Ontarian community announced they were still not satisfied.

Editorial comment on the minister's announcement was uniformly favourable, the largest circulation daily newspaper entitling its editorial "Getting schools back on track". The leaders of the teachers' unions were less pleased, however, complaining that they were not consulted. They were listened to only after pointing out difficulties they would have with what the minister had decided to do.

Dr. Stephenson stopped well short of a reinstatement of provincial examinations, deciding instead on continued development of the Ontario Assessment Instrument Pools. A model similar to Britain's Assessment of Performance Unit was suggested.

The Renewal of Secondary Education in Ontario - Response to the Report of the Secondary Education Review Project, Toronto: Ontario Ministry of Education, November, 1982.

India/A. S. Abraham

Authorities give way in lunch duties battle

BOMBAY: Teachers in the south Indian state of Tamil Nadu have succeeded in getting the provincial government to free them from supervisory responsibilities for the free mid-day meal scheme in government schools.

The scheme, introduced in July, benefits more than six million children and costs £50m. Since it began, more than 2½ million additional children have been enrolled; what is more, they are staying on, attending regularly and are encouraged by their parents to go to school.

More than 33,000 cooks have been employed, one for each feeding centre in as many primary and secondary schools in the state. Each cook has two helpers.

Trouble began when teachers, who

have four main organizations representing their interests, started to complain that supervising the scheme involved them in work which they were not qualified to do and took them away from the work they were qualified and employed to perform.

When the complaints were first made, the provincial government promised to appoint 35,000 "assistants" exclusively for the scheme. They would do most of what the teachers now say they are doing, leaving them to worry only about minimal overall supervision.

When the government failed to be as good as its word, the teachers began to agitate, mounting demonstrations and going to jail. The government finally capitulated, agreeing to appoint the assistants immediately.

Until it does, the teachers have agreed to suspend the agitation. The teachers have also said that if enrolment has gone up by as much as the Government claims, then more teachers should be appointed.

The Government has not made any commitment on this demand. The teachers have been at pains to emphasize that they do not want to sabotage the midday meal scheme. On the contrary, they welcome it because poor children are fed and, by increasing enrolment and cutting drop-out rates, more jobs for teachers are created. But they do not want to be saddled with other than teaching responsibilities, except minimally, and they do not want the Government to cut down its costs on the scheme by overburdening them.

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LETTERS

Kingswood: why cameras have to lie

Sir - Any headteacher bold enough to throw open the gates of a school to television cameras deserves the right of comment in the correspondence columns of *The TES* (December 24). Indeed, such a head can crave our indulgence to the extent of forgiveness for the use of the first person plural in the first paragraph of what was apparently a personal letter.

However, two points that Mr Brian Tyler made are so transparently specious that I cannot believe that he makes them seriously.

He claims that the series on Kingswood distorted both the life of the school, and his role as its headteacher. What did he expect? A faithful representation? Television is in the business of distortion. It makes dull events exciting. One of the functions of editing is to make the prosaic vibrant and watchable. I couldn't take my eyes off *Kingswood*, though the doubtless truly representative pictures of Brian Tyler marking a pile of English books would have proved less than riveting. Brian Tyler knew that the series would distort. He can hardly cry foul now.

His explanation of the role of women on Kingswood's staff is even less convincing. His argument is sophisticated, even tortuous. Pupils are doubtless not exposed to its subtleties. What they see is four men tilling the four most senior staff positions. The message to them is unambiguous. They doubtless see also a male caretaker and lady cleaners. They see an all-male kitchen staff. They probably see lady laboratory assistants. The office staff are doubtless all ladies. In short, Kingswood school is indeed the truly representative school it is claimed to be because it currently restricts the role and status of women. The school is implicitly sexist.

The appointment of David Bates as deputy head, although not in any sense the fault of that gentleman, sent out exactly the wrong message to the pupils of Kingswood School. And if Mr Tyler didn't know that at the time of the appointment, then he jolly well ought to have done.

JOHN RYDER
Hampton Road
Chingford
London E4



Kingswood head Brian Tyler at work in his office.

Medium tedium

Sir - It was interesting to read Brian Tyler's list of shortcomings of the programmes on Kingswood comprehensively. I think his points were entirely justified. Moreover, he has been exceedingly generous in putting forward excuses for Richard Denton's treatment.

I should like him to know that, with the exception of the programme featuring the remedial department, I found them, on the whole, extremely tedious. As a teacher in a comprehensive school, I would have been most interested to see how another school operates, and what goes on in the classrooms, on the playing fields and in the craft rooms.

The programme on the appointment of the deputy head should

have been of special interest to me as I was involved in a similar situation at the time, but the story was much too prolonged and it came over with a curious disconnection from the actual business of the school.

My daughter, who watched the programmes with me did not find them entertaining either. We were both disappointed with the whole series. Admittedly, a complete picture cannot be conveyed within the limitations of televised programmes, but I do not think that Richard Denton correctly estimated what points of emphasis would most interest the viewers.

PAMELA McCORMACK
Head of Remedial Department
Eltham Green School
London SE9

Councils do care

Sir - Your New Year's Eve leader included a reference to political divisions between the local authority associations and the accusation that their leaders agree only that the education interest should be kept from "getting above itself". That there are political differences within as well as between the associations is a fact of democratic life of which we should be proud, but my experience is that we usually fight together for education and for local government.

ACC includes amongst recent achievements the establishment of NAB and a convincing case against an education block grant. On both issues there was a clear move on the part of civil servants to take power away from I.E.A.s, and the case they made to ministers was anything but protective towards, let alone promotional of, the education service.

Local government cares a great deal about education. It is by far our largest service and I know well how much poorer local government would be without education. As your leader goes on to say it is entirely reasonable for central governments to have national policies, but only local government provides the circumstances and democratic control close to schools, parents and pupils.

R LOVILL
Chairman of the Policy Committee
Association of County Councils
60a Eaton Square
London SW1

Teaching remedy

Sir - Contrary to Margaret Bidwell's conclusions (*TES*, December 10), dyslexia is not a multi-faceted problem. It is only the involvement of psychiatrists, psychologists, neurologists etc. with their own professional axes to grind, which makes it appear so. If I am wholly incorrect in my own conclusions I am at least certain that it is only class teachers who are in a position to make any positive impact on its remediation.

Those whose contact is constant and continuous know that a specific difficulty exists which is comparable with colour blindness or poor perception of pitch. They are also aware that the sufferer invariably acquires the habits and expectation of failure and usually also, a range of unproductive word-attack skills, of which "guessing" is but one example. Such negative tactics become internalized because they are the only ones which are frequently reinforced in an ill-informed teaching situation. Those who are concerned specifically with dyslexic pupils know full well that it is these secondary, acquired difficulties which are the most resistant to remediation since they have been acquired by the most potent of all teaching methods, Learning by Discovery.

The remedy is in early detection techniques applied in the classroom and a teaching strategy which ensures repeated doses of success.

EDWARD CARRON
Headteacher
Observation and Assessment Centre
The Vineyard
Vineyard Road
Wellington, Telford

Sir - As part of our BEd Hons course at La Sainte Union College, Southampton, we are beginning a study in child play. We are mainly concerned with the age range 3-8 years. Our special interest is the importance teachers place on play in the classroom. We wonder whether these attitudes change depending on the age of the children.

We would appreciate your readers' views and would also be grateful if they could point us towards any relevant books, reports or studies.

SUSAN HOLLAND, KAREN BAKER, NICHALA HOWARD and KIM BOWLER
27 Carlton Road
Southampton

oration against Leptines (which I have never read but which I rather think has nothing to do with bills of lading).

If Mary Warnock really wants to hear of good reasons for studying Greek and Roman civilization, she might do worse than consult the Joint Association of Classical Teachers or the Council of University Classical Departments, both of which have been publicly thinking about this for the last 10 years.

JOHN SHARWOOD SMITH
Department of Classics and Humanities
University of London Institute of Education

Staying afloat

Sir - While appreciating the generous comments of Mr R Wolsley in his letter (*TES*, December 24), I feel I must clarify one or two points which suggest negligence on the part of my company in making every effort to maintain the specialized educational travel opportunities offered by SS Uganda. I can assure Mr Wolsley that all of us in P & O are deeply disappointed that an activity in which we have taken great pride for 21 years is to be interrupted.

As many of your readers will know, Uganda offers a unique combination of dormitory and cabin-class accommodation. With a further clear national need recently emerging, and only nine deep sea passenger ships remaining under the British flag - of which seven are operated by P & O - there were few alternatives available to the Government. It was this factor, allied to severely deteriorating commercial circumstances, that prompted our decision and it was not possible to provide longer notice of our intentions.

However, to suggest that we were not seriously attempting to promote educational cruising for 1983 is not fair. We launched a vigorous advertising campaign through your publication and most teacher journals, plus a direct mail to schools generally throughout the UK, once Uganda's safe return to the UK was assured. Our slogan "Sorry I'm late, teacher! There was a hold-up in the South Atlantic" met with much acclaim. Our educational staff supplemented our head office resources in attempting to offer alternative, later cruises to those school parties who lost their cruise during the ship's involvement in the South Atlantic. This met with some success, although it was most difficult to persuade schools booked in cruises over school holiday periods to accept a term-time alternative.

Sadly, this fact, coupled with a growing lack of support by I.E.A.s and schools generally, contributed largely to the poor forward bookings which had already suffered through the unexpected absence of Uganda from her usual role and the increasing impact of the recession.

The sheer size of fixed costs do not allow for a ship to lie idle during certain months of the year and the success of educational cruising had been entirely due to I.E.A.s and schools generally recognizing the genuine educational value of term-time travel, thus ensuring support for a year-round programme of cruises.

Regrettably times have changed. L SCOTT
Managing Director
P & O Cruises
Beaufort House
St Botolph Street
London EC3

Sir - The fact that there are now 61,015 teachers trapped on the maximum of Burnham scale two (*TES* December 17) is a clear indication of the inherent dangers of merging salary scales. Your article sadly fails to mention the fact that many have been trapped at this point ever since the Houghton merger of the former scales two and three in 1974.

By virtue of contracts signed many years ago, these teachers are required to write the syllabus, order all relevant books and equipment, and accept overall responsibility for their subject. Yet, despite assurances given at the time, the Houghton merger eroded both the status and differentials of those teachers (to the extent that the differential may now be as little as £5 per week - before deductions).

Any future merger of scales one and two, or automatic progression from one to the other, will remove the responsibility allowance completely, since those involved will, almost without exception, qualify for the maximum of any new scale on length of service alone. An increased provision of scale two posts may help, but, in the light of past experience, there is a need for built-in safeguards.

G M HAYLETT
21 Somerville Road
Chadwell Heath, Essex

Sir - It is interesting to note from *The TES* of December 31 that both Conservative and Liberal spokesmen have apparently come out in favour of fixed-term contracts for heads. Both spokesmen seem to think that this would make a major contribution to improving the quality of education, but neither has produced any rational arguments to support their views. It is also rather apparent that they have not thought through the consequences of their proposals.

If, indeed their proposals are anything other than a rather useful political catchphrase.

It is true that my association is opposed to the concept of fixed-term contracts for heads, largely because we think that the allegedly beneficial consequences are grossly exaggerated. That does not mean

Supply demand

Sir - As one of the "anonymous army of supply teachers", - the lowest form of life in many schools - I was delighted to read in *Ted Wragg's* article of December 31 some credit for the work we do.

Few teachers appear to appreciate the difficulties of stepping into the breach at short notice, mid-term, knowing no names of staff or pupils, not knowing where to find books, writing materials and so forth, and continuing someone else's work from the point where they left off, in a subject which is frequently not one's own speciality. The children are, naturally enough, unsettled by the change-over and other staff are sometimes less than helpful to a colleague who is, after all, only there for a few weeks or months.

When names have been learned, syllabuses mastered and everything is beginning to run smoothly, the absent teacher returns and the supply teacher is discarded like so much waste-paper, only to begin the whole process over again at another school. As the subject, or at least the syllabus, will differ from school to school, worksheets prepared at one can rarely be used at another.

Of course we are paid for the work we do, but the strain of regularly starting all over again has to be experienced to be appreciated.

I enjoy teaching and the satisfaction of tackling a difficult situation and succeeding, but it is pleasant at times to feel appreciated.

MARGARET WIGHTMAN
30 Cadgwith Drive
Darley Abbey
Derby

Top jobs

Sir - In the last year, when I have been able to get any kind of supply work, I have examined the class readers in use in comprehensive schools for the teaching of English.

I have found that more than nine out of 10 are stories for boys, and they are usually written by men. Are there no good stories for girls, well-written and by women?

I also looked at the selections of extracts and found the same pattern. One of the best series is produced by Penguin, but in four of the series, chosen randomly, I found 21 extracts for girls, to 132 for boys, and 25 illustrations of girls to 113 of boys. The items (prose or poetry) for girls were predominantly domestic, and there was nothing to suggest careers or rewards for girls. Not only does this lower self-esteem in the eyes of girls, but it early fixes the boys in an attitude that top jobs are not for girls.

This attitude to top jobs is prevalent among highly responsible and well-placed men. As a highly qualified and experienced woman who constantly applies for top jobs, I find that I am never even short-listed although there is no good reason why I should not be appointed. Women do apply for positions, they are not considered.

T VANNECK-MURRAY
29 Kennel Lane
Feltham
Leatherhead
Surrey

Crucial issues for heads

that we are not prepared to talk to people about the concept but, before doing so, there are a number of really rather crucial issues to be determined.

First, I would not regard a fixed-term contract for anything other than a minimum of 10 years as remotely satisfactory; second, I would want to know what protection would be given to an individual head when it came to the renewal of the contract; third, I would want a radical change in thinking about the remuneration of heads if they were put on fixed-term contracts; fourth, I can't see how we can possibly contemplate fixed-term contracts unless and until there is a substantial devolution of not just responsibility but also power to governors and heads.

There is not very much joy in having a fixed-term contract if you are prevented by local authority bureaucracy from being, in consultation with your governors and your staff, "the master of your own destiny". A fixed-term contract presupposes "judgment by results" and the idea of a fixed-term contract for a person who is not given responsibility and power to achieve those results is, quite simply, an unacceptable proposition.

DAVID M HART
General Secretary
The National Association of Head Teachers
Holly House
6 Paddock Road
Haywards Heath
West Sussex



"There goes the last of the New Year resolutions."

Travel time

Sir - The Department of Education and Science has recently withdrawn its guidelines on the maximum distances and times for journeys of children to and from their schools.

It is significant that this has happened at a time when this department is requiring education authorities to close more schools. In practice this means that the number of young children travelling to school by bus is certain to rise dramatically.

As there is some evidence that school bus journeys cause some psychological distress, we would like to hear from parents, giving details of their children's journeys to school. Times of departure from and return to home, distances being walked before being picked up, and the length and time of the bus journeys, as well as the ages of the children, are needed.

One director of education has said that children are "so adaptable", but there is a real danger that this could be taken too far.

MOLLY STILES
National Coordinator
National Association for the Support of Small Schools
34 Friars Quay
Norwich
Norfolk

Youth voice

Sir - The Community and Youth Workers' Union wants trainee councils to be established in the Youth Training Scheme and young people to be represented on area management boards of the MSC. We find it intolerable that the consumers have no say in the future of YTS and that the MSC has ignored this task group recommendation.

The heading, "Unions stifle youth voice" (*TES*, December 17) looks like you are supporting the MSC propaganda machine and its attempts to ignore its clients' views. The CYWU is the advisor on social education policy in the National Union of Teachers and will continue to campaign for "experience and participation" for young people in YTS.

LESLIE SILVERLOCK
President
CYWU

Car allowances

Sir - I write with reference to R J Baldwin's letter, "Teacher's Time" (*TES* November 12). While fully supporting the sentiments expressed, I wish to correct the misleading and erroneous statement that teachers living more than five miles from school can claim half the standard NJC mileage allowance when attending after-school meetings, etc. That same week I returned to school to attend such a function, a return journey of 13 miles. My headmaster, on my behalf, followed the matter up with the I.C.A. The claim was refused.

L D NEWTON
15 Broadmeadows
Bowburn
Durham

Letters for publication should be kept as brief as possible and typed on one side of the paper only. The Editor reserves the right to cut or amend them.

ified than our consumers to provide solutions. Time and opportunity should be set aside to avoid this situation; however, pressure of work often denies this and the organizational framework may preclude the possibility. Do we always ask our clients what they want from us or are we convinced that we know and proceed to provide it without reference to them? How many organizations run without internal criticisms by staff about colleagues, methods of working or conditions in general? An independent evaluation can uncover such matters and report them with positive results.

Any organization, particularly when working on innovative projects, will make mistakes. It follows, therefore, that there should be an acceptance of criticism in order to refine working methods and maintain standards.

JUDI THORPE
MARY CROSSLEY
5 Towntown
Marsden
Huddersfield
West Yorkshire

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Wolsley Hall
OXFORD

Equality survey

Sir - Your front page story of January 7 claims that teachers have found the ILEA's survey on women teachers' promotion prospects "offensive".

This really cannot be justified by the facts, and appears to be based on the comments of only three teachers - two of them from the same school.

In fact, only four teachers have written to complain about the questionnaire (and the complaints were all different). Although the comple-

tion of the questionnaire is entirely voluntary, over 2,000 teachers have already completed it, and many, who have replied at length, have clearly welcomed the opportunity to contribute.

By highlighting the complaints of a tiny minority in this way your story unfairly detracts from the seriousness of ILEA's approach to women's lack of promotion in teaching.

It also fails to mention that this questionnaire is the third part of a study which is looking in depth, at this problem, and which will provide

the basis for discussion and action to improve the position of women teachers.

The Womens' Movement argues that "the personal is the political". Only by asking women teachers to tell us of the obstacles in their lives that stand in the way of their seeking promotion can we set about removing these.

FRANCES MORRELL
Deputy Leader
County Hall
London

Value of play

Sir - As part of our BEd Hons course at La Sainte Union College, Southampton, we are beginning a study in child play. We are mainly concerned with the age range 3-8 years. Our special interest is the importance teachers place on play in the classroom. We wonder whether these attitudes change depending on the age of the children.

We would appreciate your readers' views and would also be grateful if they could point us towards any relevant books, reports or studies.

SUSAN HOLLAND, KAREN BAKER, NICHALA HOWARD and KIM BOWLER
27 Carlton Road
Southampton

to "humanist optimism which postulates easier answers" than Christianity. In fact humanism is not optimistic but realistic, and it is more concerned with questions than answers; indeed the humanist answer to the most important question - about the origin, meaning and purpose of the universe and the earth, life and death, morality and humanity - tends to be that there is no answer.

Even if children shouldn't learn about such systems, surely educationists should do so, if only to stop getting them wrong all the time.

NICHOLAS WALTER
New Humanist
88 Islington High Street
London N1

Classical snobbery

Sir - The theory and practice of classical education (Mary Warnock, "Personal Column", *TES*, December 24) has given more or less legitimate offence to democrats on about five counts: the word "classics" has, etymologically and traditionally, connotations of self-conscious superiority: a classical education was for several centuries synonymous with the schooling of the upper classes: most of the Greek and Roman authors studied in schools had an aristocratic bias and can lend themselves to anti-democratic indoctrination by authoritarian teachers (cf. Kipling's *Mr King*); the Latin and

Greek languages have no longer any obvious practical utility (but see Nick Wood's article, in the same issue, on David Corson's research into the Graeco-Latin lexical barrier), so the time spent acquiring them can be accounted "conspicuous waste" and paraded as evidence of superior "pecuniary strength" (Veh-)

ment); most of the Roman (but only a few of the Greek) authors wrote for a highly educated audience and their works are caviar to the general. However, I do not think that even this degree of guilt, nor yet her own education in classical snobbery, entitles Mary Warnock to pronounce that, whereas modern languages need not be 'elitist or divisive', "there is no way of teaching

classical languages that is not elitist". I would like to ask, "What, precisely, is *elitism*?" I must ask, "What, in an educational context, is *classical*, other than an imprecise label attached to courses on Graeco-Roman antiquity, taught on a linguistic continuum from classical studies (with nothing more linguistic than learning the Greek alphabet) to studies leading to philological scholarship, textual criticism or skill in writing Latin and Greek?"

Between these extremes it is perfectly possible to teach Latin and Greek to unsuperior pupils unobnoxiously; and there are many more uses to Latin and Greek than reading the *Verrines* or *Demosthenes*.

LETTERS

Kingswood: why cameras have to lie

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However, two points that Mr Brian Tyler made are so transparently specious that I cannot believe that he makes them seriously.

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JOHN RYDER
6 Hampton Road
Chingford
London E4

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Kingswood head Brian Tyler at work in his office.

Medium tedium

Sir - It was interesting to read Brian Tyler's list of shortcomings of the programmes on Kingswood comprehensively. I think his points were entirely justified. Moreover, he has been exceedingly generous in putting forward excuses for Richard Denton's treatment.

I should like him to know that, with the exception of the programme featuring the remedial department, I found them, on the whole, extremely tedious. As a teacher in a comprehensive school, I would have been most interested to see how another school operates, and what goes on in the classrooms, on the playing fields and in the craft rooms.

The programme on the appointment of the deputy head should

have been of special interest to me as I was involved in a similar situation at the time, but the story was much too prolonged and it came over with a curious disconnection from the actual business of the school.

My daughter, who watched the programmes with me did not find them entertaining either. We were both disappointed with the whole series. Admittedly, a complete picture cannot be conveyed within the limitations of televised programmes, but I do not think that Richard Denton correctly estimated what points of emphasis would most interest the viewers.

PAMELA McCORMACK
Head of Remedial Department
Eltham Green School
London SE9

Equality survey

Sir - Your front page story of January 7 claims that teachers have found the IEA's survey on women teachers' promotion prospects "offensive".

This really cannot be justified by the facts, and appears to be based on the comments of only three teachers - two of them from the same school.

In fact, only four teachers have written to complain about the questionnaire (and the complaints were all different). Although the comple-

tion of the questionnaire is entirely voluntary, over 2,000 teachers have already completed it, and many, who have replied at length, have clearly welcomed the opportunity to contribute.

By highlighting the complaints of a tiny minority in this way your story unfairly detracts from the seriousness of IEA's approach to women's lack of promotion in teaching.

It also fails to mention that this questionnaire is the third part of a study which is looking in depth, at this problem, and which will provide

the basis for discussion and action to improve the position of women teachers.

The Women's Movement argues that "the personal is the political". Only by asking women teachers to tell us of the obstacles in their lives that stand in the way of their seeking promotion can we set about removing these.

FRANCES MORRELL
Deputy Leader
IEA
County Hall
London

Realistic system

Sir - Richard Hughes' article (*TES* "Extra", December 17) argues that Christianity should remain the only subject of religious instruction in schools, regardless of the feelings of either teachers or pupils (or parents).

This will no doubt be challenged on the ground that children should learn about some of the other religions practised in our society. I challenge it on the general ground that children should also learn about the non-religious systems of belief and behaviour practised in our society, and on the particular ground that references to them should at least be accurate.

Richard Hughes refers in passing

to "humanist optimism which postulates easier answers" than Christianity. In fact humanism is not optimistic but realistic, and it is more concerned with questions than answers. Indeed the humanist answer to the most important question - about the origin, meaning and purpose of the universe and the earth, life and death, morality and humanity - tends to be that there is no answer.

Even if children shouldn't learn about such systems, surely educationists should do so, if only to stop getting them wrong all the time.

NICHOLAS WALTER
New Humanist
88 Islington High Street
London N1

Classical snobbery

Sir - The theory and practice of classical education (Mary Warnock, "Personal Column", *TES* December 24) has given more or less legitimate offence to democrats on about five counts: the word "classical" has, etymologically and traditionally, connotations of self-conscious superiority; a classical education was for several centuries synonymous with the schooling of the upper classes; most of the Greek and Roman authors studied in schools had an aristocratic bias and can lend themselves to anti-democratic indoctrination by authoritarian teachers (cf. Kipling's *Mr King*); the Latin and

Greek languages have no longer any obvious practical utility (but see Nick Wood's article in the same issue, on David Corson's research into the Graeco-Latin lexical barrier); so the time spent acquiring them can be accounted "conspicuous waste" and paraded as evidence of superior "pecuniary strength" (Vehemently of the Roman but only a few of the Greek) authors wrote for a highly educated audience and their works are, by and large, general, even this degree of guilt, nor yet her entitles Mary Warnock to pronounce that, whereas modern languages need not be "elitist or divisive", "there is no way of teaching

classical languages that is not elitist".

I would like to ask, "What, precisely, is elitism?" I must ask, "What, in an educational context, is elitist?" other than an imprecise label attached to courses on Graeco-Roman antiquity, taught on a limited (with nothing more linguistic than learning the Greek alphabet) scholarship, textual criticism or skill in writing Latin and Greek?"

Between these extremes it is perfectly possible to teach Latin and Greek to unsuperior pupils unobnoxiously, and there are many more reasons to Latin and Greek than reading the *Vergil* or *Demosthenes*.

Councils do can

Sir - Your New Year's *TES* included a reference to public relations between the local education authorities and the national teachers' leaders agree only to education interest should be a from "getting above local" there are political differences as well as between the schools is a fact of democratic life as we should be proud, but my view is that we usually fight for education and for local government.

ACC includes amongst its achievements the establishment NAB and a convincing case for an education block grant. On issues there was a clear view of part of civil servants to the away from I.E.A.s, and the made to ministers was highly protective towards, let alone the of, the education service.

Local government can't deal about education. It is by our largest service and I know how much poorer local government would be without education. Your leader goes on to say it entirely reasonable for centrally erments to have national pay but only local government pay sensitivity to local needs and circumstances and democratic close to schools, parents and

R LOVILL
Chairman of the Policy Committee
Association of County Councils
66a Eaton Square
London SW1

Teaching remedy

Sir - Contrary to Margaret Wightman's conclusions (*TES*, December 17), dyslexia is not a multi-factorial condition. It is only the involvement of psychologists, psychiatrists, logists and, with their own alonous axes to grind, which appear so. If I am wrong, let me know in my own conclusion.

It is only a tiny minority of who are in a position to make positive impact on the

Those whose contact is not and continuous know that it is difficult to exist which is with colour blindness, a perception of pitch. They are aware that the sufferer acquires the habits and of failure and usually also, a of unproductive word- of which "guessing" is but an ample. Such negative feedback internalized because they are only ones which are frequently forced in an ill-informed situation. Those who are specifically with dyslexia know full well that it is the most difficult to teach since they have been using the most potent of methods, Learning by

The remedy is in only the techniques applied in the and a teaching strategy ensures repeated doses of

EDWARD CARRON
Headteacher
Observation and Assessment
The Vineyard
Vineyard Road
Wellington, Telford

JOHN SHARWOOD SMITH
Department of Classics and Humanities
University of London

Staying afloat

Sir - While appreciating the generous comments of Mr R Wolsey in his letter (*TES*, December 24), I feel I must clarify one or two points which suggest negligence on the part of my company in making every effort to maintain the specialized educational travel opportunities offered by SS Uganda. I can assure Mr Wolsey that all of us in P & O are deeply disappointed that an activity in which we have taken great pride for 21 years is to be interrupted.

As many of your readers will know, Uganda offers a unique combination of dormitory and cabin-class accommodation. With a further clear national need recently emerging, and only nine deep sea passenger ships remaining under the British flag - of which seven are operated by P & O - there were few alternatives available to the Government. It was this factor, allied to severely deteriorating commercial circumstances, that prompted our decision and it was not possible to provide longer notice of our intentions.

However, to suggest that we were not seriously attempting to promote educational cruising for 1983 is not fair. We launched a vigorous advertising campaign through your publication and most teacher journals, plus a direct mail to schools generally throughout the UK, once Uganda's safe return to the UK was assured. Our slogan "Sorry I'm late, teacher! There was a hold-up in the South Atlantic", met with much acclaim. Our educational staff supplemented our head office resources later cruises to those school parties who lost their cruise during the ship's involvement in the South Atlantic. This met with some success, although it was most difficult to persuade schools booked in cruises over school holiday periods to accept a term-time alternative.

Sadly, this fact, coupled with a growing lack of support by I.E.A.s and schools generally, contributed largely to the poor forward bookings which had already suffered through the unexpected absence of Uganda from her usual role and the increasing impact of the recession.

The sheer size of fixed costs do not allow for a ship to lie idle during certain months of the year and the success of educational cruising had been entirely due to I.E.A.s and schools generally recognizing the genuine educational value of term-time travel, thus ensuring support for a year-round programme of cruises.

Regrettably times have changed. L SCOTT
Managing Director
P & O Cruises
Broadford House
St Botolph Street
London EC3

Tipping scale

Sir - The fact that there are now 61,015 teachers trapped on the maximum of Burnham scale two (*TES* December 17) is a clear indication of the inherent dangers of merging salary scales. Your article sadly fails to mention the fact that many have been trapped at this point ever since the Houghton merger of the former scales two and three in 1974.

By virtue of contracts signed many years ago, these teachers are required to write the syllabus, order all relevant books and equipment, and accept overall responsibility for their subject. Yet, despite assurances given at the time the Houghton merger eroded both the status and differentials of those teachers (to the extent that the differential may now be as little as £5 per week - before deductions).

Any future merger of scales one and two, or automatic progression from one to the other, will remove the responsibility allowance completely, since those involved will, almost without exception, qualify for the maximum of any new scale on length of service alone. An increased provision of scale three posts may help, but in the light of past experience, there is a need for built-in safeguards.

G M HAYLETT
21 Somerville Road
Chadwell Heath, Essex

Crucial issues for heads

Sir - It is interesting to note from *The TES* of December 31 that both Conservative and Liberal spokesmen have apparently come out in favour of fixed-term contracts for heads. Both spokesmen seem to think that this would make a major contribution to improving the quality of education, but neither has produced any rational arguments to support their views. It is also rather apparent that they have not thought through the consequences of their proposals, if indeed their proposals are anything other than a rather useful political catchphrase.

It is true that my association is opposed to the concept of fixed-term contracts for heads, largely because we think that the allegedly beneficial consequences are grossly exaggerated. That does not mean

that we are not prepared to talk to people about the concept, but, before doing so, there are a number of really rather crucial issues to be determined.

First, I would not regard a fixed-term contract for anything other than a minimum of 10 years as remotely satisfactory; second, I would want to know what protection would be given to an individual head when it came to the renewal of the contract; third, I would want a radical change in thinking about the remuneration of heads if they were put on fixed-term contracts; fourth, I can't see how we can possibly content ourselves with fixed-term contracts unless and until there is a substantial devolution of not just responsibility but also power to governors and heads.

Supply demand

Sir - As one of the "anonymous army of supply teachers" - the lowest form of life in many schools - I was delighted to read in *Ted Wragg's* article of December 31 some credit for the work we do.

Few teachers appear to appreciate the difficulties of stepping into the breach at short notice, mid-term, knowing no names of staff or pupils, not knowing where to find books, writing materials and so forth, and continuing someone else's work from the point where they left off, in a subject which is frequently not one's own speciality. The children are, naturally enough, unsettled by the change-over and other staff are sometimes less than helpful to a colleague who is, after all, only there for a few weeks or months.

When names have been learned, syllabuses mastered and everything is beginning to run smoothly, the absent teacher returns and the supply teacher is discarded like so much waste paper, only to begin the whole process over again at another school. As the subject, or at least the syllabus, will differ from school to school, worksheets prepared at one can rarely be used at another.

Of course, we are paid for the work we do, but the strain of regularly starting all over again has to be experienced to be appreciated. I enjoy teaching and the satisfaction of tackling a difficult situation and succeeding, but it is pleasant at times to feel appreciated.

MARGARET WIGHTMAN
30 Cadwath Drive
Darley Abbey
Derby

Top jobs

Sir - In the last year, when I have been able to get any kind of supply work, I have examined the class readers in use in comprehensive schools for the teaching of English. I have found that more than nine out of 10 are stories for boys, and they are usually written by men. Are there no good stories for girls, well-written and by women?

I also looked at the selections of extracts and found the same pattern. One of the best series is produced by Penguin, but in four of the series, chosen randomly, I found 21 extracts for girls, to 132 for boys, and 25 illustrations of girls to 113 of boys. The items (prose or poetry) for girls were predominantly domestic, and there was nothing to suggest careers or rewards for girls. Not only does this lower self-esteem in the eyes of girls, but it early fixes the boys in an attitude that top jobs are not for girls.

This attitude is highly responsible and placed among well-placed men. As a highly qualified and experienced woman, I constantly apply for top jobs, I find that I am never even short-listed although there is no good reason why I should not be appointed. Women do apply for positions, they are not considered.

T VANNECK-MURRAY
29 Kennel Lane
Feteham
Leatherhead
Surrey

Car allowances

Sir - I write with reference to R J Baldwin's letter, "Teacher's Time" (*TES* November 12). While fully supporting the sentiments expressed, I wish to correct the misleading and erroneous statement that teachers living more than five miles from school can claim half the standard NJC mileage allowance when attending after-school meetings, etc. That same week I returned to school to attend such a function, a return journey of 13 miles. My headmaster, on my behalf, followed the matter up with the I.E.A. The claim was refused.

L D NEWTON
15 Broadmeadows
Bowburn
Durham

Letters for publication should be kept as brief as possible and typed on one side of the paper only. The Editor reserves the right to cut or amend them.

Trial and error

Sir - We have read with interest about alleged discrepancies in the research findings connected with the Pre-School Evaluation project directed by Sonia Jackson and commissioned by the SSRC (*TES*, December 3). As two ex-members of the staff of the National Children's Centre and currently working in the social services department of a local authority, we feel able to contribute to the subsequent discussion.

The article highlights an area of concern to many people working in the social services field whether in a voluntary or statutory capacity. Such bodies exist to identify the needs of the client group and to provide an effective service. Independent objective evaluations of this type of work are comparatively rare but immensely valuable because they provide a body of information which can be drawn on by others.

Those of us in the "caring professions" who feel committed to the work we do may, perhaps, delude ourselves that we are better qual-

ified than our consumers to provide solutions. Time and opportunity should be set aside to avoid this situation; however, pressure of work often denies this and the organizational framework may preclude the possibility. Do we always ask our clients what they want from us or are we convinced that we know and proceed to provide it without reference to them? How many organizations run without internal criticisms by staff about colleagues, methods of working or conditions in general? An independent evaluation can uncover such matters and report them with positive results.

Any organization, particularly when working on innovative projects, will make mistakes. It follows, therefore, that there should be an acceptance of criticism in order to refine working methods and maintain standards.

JUDI THORPE
MARY CROSSLEY
5 Towngate
Huddersfield
West Yorkshire



"There goes the last of the New Year resolutions."

Travel time

Sir - The Department of Education and Science has recently withdrawn its guidelines on the maximum distances to be allowed for journeys of children to and from their schools.

It is significant that this has happened at a time when this department is requiring education authorities to close more schools. In practice this means that the number of young children travelling to school by bus is certain to rise dramatically.

As there is some evidence that school bus journeys cause some psychological distress, we would like to hear from parents, giving details of their children's journeys to school. Times of departure from and return to home, distances being walked before being picked up, and the length and time of the bus journeys, as well as the ages of the children, are needed.

One director of education has said that children are "so adaptable", but there is a real danger that this could be taken too far.

MOLLY STILES
National Coordinator
National Association for the Support of Small Schools
34 Priory Quay
Norwich
Norfolk

Youth voice

Sir - The Community and Youth Workers' Union wants trainee councils to be established in the Youth Training Scheme and young people to be represented on area management boards of the MSC. We find it intolerable that the future of YTS and that the MSC has ignored this task group recommendation.

The heading, "Unions stifle youth voice" (*TES*, December 17) looks like you are supporting the MSC propaganda machine and its attempts to ignore its clients' views. The CYWU is the adviser on social education policy to the National Union of Teachers and will continue to campaign for "experience and participation" for young people in YTS.

LESLIE SILVERLOCK
President
CYWU

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FEATURES

Learning by discussing

Grahaeme Lauder looks at some ways of increasing students' involvement in their own learning

There is a certain amount of dissatisfaction with the emphasis in education on such skills as memorizing and regurgitating facts at the expense of more analytical, critical and discursive skills. Interest is growing in techniques which encourage students to become more involved in the learning process, both individually and in groups. The involvement sought goes beyond the traditional tutorial with teacher asking questions and pupils responding and where the teacher hopes to coax the class towards a satisfactory consensus and without giving much opportunity for the students to clarify their own experiences of the material under discussion or to learn what they most need to.

Quite a lot of work on this has been done with students from the Open University, which could conceivably apply in other educational settings. At the OU Roger Watkins used a technique known as *learning through discussion* to try to provide a framework in which students could learn to control and pace their own discussion lessons.

When discussing an article or chapter from a book, for instance, he suggested the following eight-stage procedure:

- 1: List all the words of which you are unsure. Look them up and write down the definitions of them.
- 2: Write down your version of the author's message.
- 3: Identify the sub-topics in the article.
- 4: Note the sub-topics which you had trouble comprehending or which you think would provide a profitable discussion.
- 5: Write out a brief statement of the subject matter of each sub-topic. Design a question that you would ask for each.
- 6: Write down the meaning or usefulness of the material has for understanding other concepts. Indicate what other ideas the material substantiates, contradicts, or amplifies.
- 7: Write down how the material can apply to your own life - past, present or future, or what implications the material has for your own intellectual interests or pursuits.
- 8: Write down your reactions and evaluation of the material.

Having individually prepared the material according to the method outlined above, the group discussion follows the same steps. One of the students serves as chairman and it is important that this office rotates from meeting to meeting and that the chairman ensures that all have an opportunity to contribute.

Having tried the technique myself on a number of occasions my impressions are that students seem reluctant to admit to any difficulty in understanding the material; some students do not want to apply the material to their own situation, but merely to pass the exam at the end of the course; and by the time students had reached step eight they often have little to contribute, yet this is possibly the most important step of the whole process. It is possible that students found the step by step approach artificial and having to postpone evaluation as well led to a reluctance to contribute at step eight. However, overall the students seemed to have a high level of understanding of the course material which raises the question: how much of this understanding is attributable to the technique as opposed to novelty or teacher enthusiasm.

Learning through discussion was also tried at the OU by Andrew Northedge. His problems included embarrassing silences and shy, or domineering, students. Some of the students' difficulties arose, he suggested, because they were simultaneously having to listen to the discussion; think about what was being said and formulate their own points; find suitable entries to make these points and to maintain an overall picture of the discussion.

To help overcome these he devised a four-stage framework for discussion that started off working individually to give all a chance to develop a viewpoint, then moving to working in pairs where even the shyest was likely to

state his views, then moving up to small groups and lastly reporting back to the group.

Northedge also justified his method in terms of what he saw as the main purposes of discussion groups: making the student more familiar with concepts by using them; allowing the student to clarify any difficulties; and gaining confidence through discovering common difficulties and receiving support for ideas.

On the basis of these aims Northedge offered the following plan:

1. INDIVIDUAL WORK (five minutes)
 - a) remind yourself of what is in the unit
 - b) write down one or two of the points you found most difficult
 - c) write down one or two of the points you found most interesting
 - d) note any general reactions aroused in you by the unit
2. WORK IN PAIRS (ten minutes)
 - a) compare notes
 - b) see if you can clear up any difficulties for each other
 - c) draw up in order of priority a list of points you would both like to discuss
3. SMALL GROUPS (forty-five minutes)
 - a) compare the notes produced at the previous stage
 - b) decide what you going to try to cover and in what order
 - c) discuss the chosen points - each person should take notes of the main issues and any conclusions reached
 - d) recap from time to time - what topics have been covered and what has been said about them?
 - e) (after thirty minutes) begin to prepare a group report containing the main issues discussed and the conclusions you came to. Allocate an order of priority to your issues.
4. REPORTING BACK TO THE WHOLE GROUP (thirty minutes)
 - a) each small group presents an item from its report (in rotation)
 - b) tutor jots down headings on a blackboard
 - c) as issues are presented the tutor and members of other groups comment on them
 - d) tutor (or one of the students) summarizes the points reported.

Northedge emphasized the need for note-taking by all students during the first three stages in order to ensure that the discussion did not become aimless.

Northedge, with Graham Gibbs, applied this framework to produce a student-centred approach to learning to study. Students are encouraged to reflect on their study methods. Examples of the instructions given to students included:

- Working alone (5 min): "Imagine you are in the examination room, and you are given this exam paper and told to begin. Go ahead, for 10 minutes, exactly as if you were really doing the exam."
- Working in pairs (5 min): "Compare what you did with your 10 minutes - was it different? Why?"
- Working alone (10 min): "Now go back and start tackling a question which isn't your best question (choose your second or third best) and start working on it. You have 10 minutes to work on it. Don't try and finish your answer in 10 minutes, just use it as the first 10 minutes you'd spend on this answer."
- Working in pairs (5 min): "Compare how you went about starting to answer your chosen question."
- Working in fours (15 mins): "Pool your tactics. What methods of revision would be best suited to the tactics chosen?"
- Working in plenary (10 min): "I'd like each group in turn to describe a promising way of tackling the paper, and going about answering a question; and to suggest what form of revision would be the best sort of preparation for that way."

The novelty of these techniques may lead students to become confused or negative and teachers need to consider ways of coping with this problem. Equally teachers may well have to make changes in their own behaviour: developing strategies other than those of coaxing students towards the "right" answers. For these reasons the techniques need to be tried over a considerable period of time before any assessment can be made.

Teachers should expect problems if they use any methods designed to foster critical discussion and independent student learning. Such methods contradict the traditional student-teacher relationship and even under the relatively favourable conditions of the OU teachers who attempt to encourage student participation in discussion often fail to generate much response from the students and have to adopt more traditional methods. With younger, probably less-motivated students in colleges and schools this problem of non-response may be intensified. In addition, where teachers are preparing their students for external examinations there is likely to be a conflict between covering the course material and developing the students' critical skills.

Finally, but not least, there are problems of classroom discipline, ability range and class size. My justification for dwelling on these difficulties is that participation of difficulties increases the likelihood that they will be overcome or at least reduced to manageable proportions.

Grahaeme Lauder is a lecturer in sociology at Park Lane College of Further Education, Leeds.

STAND BY YOUR DESKS

Obsolete desk formation can lose the battle for order and defeat attempt to parlez says Alan Weeks

Among the most serious obstacles to the growth of participatory teaching are columns of desks in classrooms. While pupils are looking at the backs of their fellow pupils, the teacher is a sort of perpetual command front of them. Little participation in the classroom control and for chalk-and-talk lessons need to be seriously challenged.

Columns of desks are a physical relic, not only unsuitable for discussion and demonstration lessons but also an efficient vehicle for chalk-and-talk lessons evolved in days when a teacher's teaching methods held sway and pupils numbered 40 children. But with 20 pupils in a 7 metre room what were the advantages have become military disadvantages.

Columns have become a positive hindrance to class control: the teacher can neither move quickly to trouble whittier, nor move quickly to trouble whittier. The trouble-maker can see her, pupils mired in by furniture, are able to trip and chatter, while it is difficult for the teacher to locate the source of the trouble. These circumstances anything about a seigneurial approach is likely to be a problem.

A classroom where a teacher can see from head to foot and can move quickly to trouble whittier, nor move quickly to trouble whittier. The trouble-maker can see her, pupils mired in by furniture, are able to trip and chatter, while it is difficult for the teacher to locate the source of the trouble. These circumstances anything about a seigneurial approach is likely to be a problem.

Desks or tables are placed against the side of the room, with the chalkboard in front of them. When the teacher is talking the pupils face her. When the pupils are writing they turn their chairs to the chalkboard. One of the most persistent problems made to me about the usual classroom was that it was not suitable for writing or for copy chunks of notes from blackboards or complicated diagrams. Why not

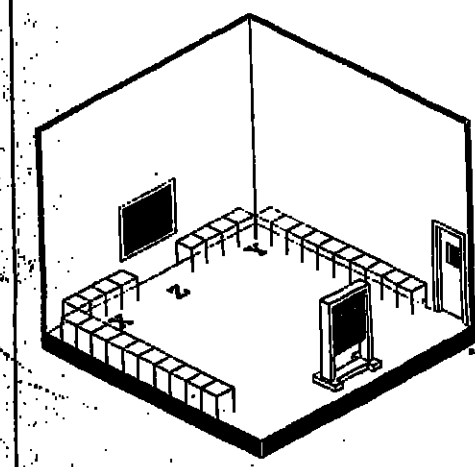
are doing this beyond me. Perhaps it, too, is another military relic?

One of the real obstacles to the smooth operation of this system is the type of lesson frequently used where there are a number of short periods of talk interspersed with an equal number of writing or working sessions. It would be impracticable to keep turning chairs. The solution is for the teacher to use Place Z (see diagram) with a second blackboard available at this point. There might be slight inconvenience for pupils in areas X and Y, who have to glance round.

It is in discussion, topic or demonstration lessons that this system really comes into its own. Discussions are sometimes planned but often arise in other types of lesson, including chalk-and-talk ones. An organisation where all members of a group can see each other's faces, and where a circle of involvement is created by the clear open space between them helps to break the domination of teacher-pupil talk with some profitable pupil-pupil talk. The circle can be closed with some chairs across the fourth side and the teacher can move to a new place in the circle, sending the permanent teacher place or table (another of those military relics) into mothballs.

In topic lessons, a resource table can be made accessible in the centre space of the room. Pupils can move to the table unhindered by furniture.

The cluster arrangement used in many primary schools, groups of tables ringed by pupils, is a great divider of space and is terribly inconvenient for many teaching purposes. It makes it difficult for all pupils to face the teacher at one time, or to face one another, there is no room for a central resource area, and the blocks of tables hinder movement, both for the teacher and the



pupils. The advantages the teacher gains in clear view and movement are lost, along with the advantage of being able to see the pupils without them seeing him. Topic work can culminate in a plenary session where pupils discuss their work or even present it in a dramatized form to the rest of the class. The mural system is ideal for any kind of presentation.

In demonstration lessons, where the teacher uses equipment or special resources for a practical demonstration of some sort, and where, quite often, pupils simulate this activity on their own sets of equipment, an adapted mural organisation holds good. Practical rooms should be considerably larger than 7 metres square, providing space between the three sides and the mural arrangement of tables. For such practical lessons pupils can occupy this area, with their equipment on the tables in front of them.

Perhaps the greatest advantage of the mural system is its immediate flexibility. Within it a teacher can switch styles of teaching very rapidly, from telling to listening, from comprehension to discovery, from showing to being shown. The most vehement criticisms of the system have come from teachers of mathematics. Has this something to do with the fact that they do not have many topic, demonstration or discussion lessons, and the fact that they use an overwhelmingly large number of 'layered' lessons?

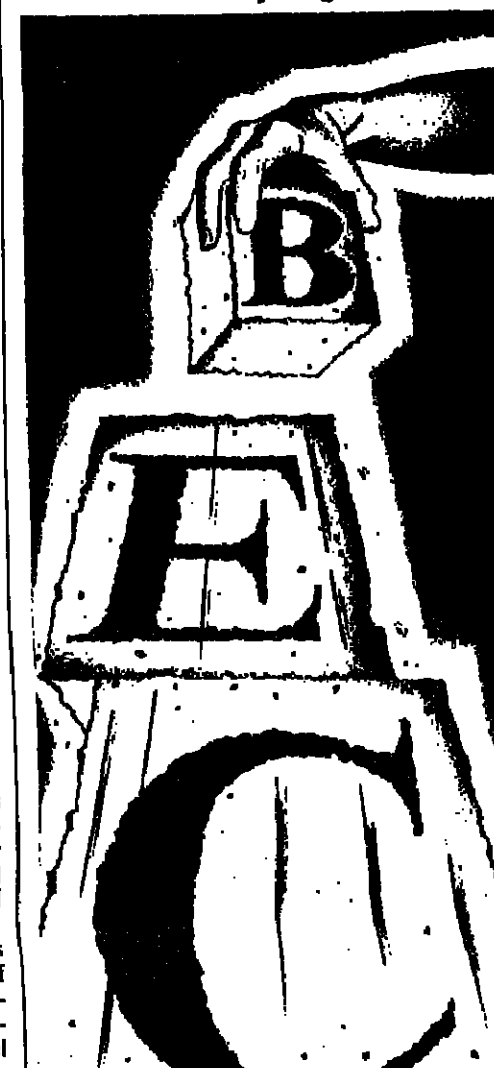
Many recent national surveys such as Cockcroft, the Assessment of Performance Unit and HMI, have suggested that mathematics needs to be far more practical and far more related to individual interests and aptitudes. This is a clear call for more topic work, demonstrations and discussion in mathematics. The best classroom organisation for those is the mural one. It rests on the assumption that all school subjects are discursive, or should be.

Alan Weeks is senior lecturer in education at St Mary's College, London.

FEATURES

Funny business

The national curriculum devised by the Business Education Council has devalued some commercial qualifications Mike Kelly argues.



the sort of practical problems which they might encounter in a business situation.

It may well be true that the stratification of knowledge is an undesirable feature of the British education system, but the BEC changes have affected only one part of this system. The consequence of removing the "high status" elements from BEC courses is likely to be to lower the status of the courses. There is some evidence that this is what has happened. Qualifications which were becoming widely recognized as equivalent or even superior to A levels and business studies degrees have been put firmly in their place and the colleges that supply them set back in the "correct" niche in the educational hierarchy.

Some concern has been expressed, by the Institute of Bankers for example, about the effect of the changes on academic standards. Accurate comparison is very difficult but BEC courses contain more modules than there were subjects in the courses they replaced and each module is cross-disciplinary in nature. It is, therefore, inevitable that in those instances where it is possible to compare the standards reached in the old and the new courses in a narrowly defined "subject", the current standard is usually lower. So the bankers have not been prepared to grant the same recognition to the BEC Higher Certificate for exemption from professional examinations as they gave to the old HNC.

This argument about loss of status might be taken further. The foundation of TEC and subsequently of BEC resulted from the Haslegrave Report on Technician Courses and Examinations in 1969. The report opened with a six page section defining and analysing the concept of the "technician", who occupies "an intermediate position between the craftsman and the professional man". TEC was set up to provide education appropriate for this group and, although the report does mention the difficulty of applying the concept to business, BEC's courses, whose structure has been so deeply influenced by that of TEC's,

are presumably designed to satisfy a similar need.

The concept is reminiscent of the thinking which led to the tripartite system of the 1944 Education Act. The children suitable for secondary technical education have been rediscovered but provision is now being made for them at 16 plus instead of at 11 plus. The arguments which led to the tripartite system being abandoned apply equally to the provision of separate "technician" education at 16. There is no psychological justification for this group. It is based on ideas of social class and the new BEC courses are likely to be seen as second class courses preparing second class people for second class jobs. Student's horizons are being narrowed as they are reconciled to their future subordinate industrial role instead of being widened.

The vocational training aspects of courses are emphasized relative to wider educational aims. The older, subject centred, approach was more suitable for developing the autonomy of the students by building skills and knowledge which could be used in any way that they chose, enabling them to maintain a more detached and critical standpoint from which to view the business world. The subject centred pattern also made transfer of students and comparison of standards between business education and "main stream" education easy. This is now more difficult because, for example, of the incompatibility of BEC National and GCE A level syllabuses.

Many teachers are also unhappy about the way that the traditional subject areas such as law and economics are now treated. They are regarded as sources of information or techniques which can be drawn upon in so far as they are useful for tackling business problems. So, odd facts and theories are absorbed in a piecemeal way with little possibility of fitting them into the general framework of a discipline or subjecting them to overall critical analysis. This encourages a superficial treatment which can be misleading.

Resolutions passed at annual congresses of the National Association of Teachers in Further and Higher Education have drawn attention to the new administrative burdens on lecturers. There are other matters which might also give cause for concern. One is the apparent inconsistency of BEC philosophy. BEC guidance appears to veer towards the prevailing educational fashion. The efforts expended on specifying behavioural objectives seemed to have been misdirected when BEC decided that "indicative course content" was better way to describe course details.

To maintain the approval of professional organizations, an end-of-year examination compulsory in every module; a requirement which does not seem to be in accord with the assignment-centred approach - and which is often difficult to implement. It also imposes disproportionate nervous strain because it is not a natural conclusion for the course.

The way detailed aims and objectives are used at general and national level has led to an inflexible system which gives the impression of being designed for close supervision and central control of teachers rather than for the improvement of courses. The necessary regular modification of objectives in the light of experience cannot take place sufficiently quickly and variation of courses from college to college to reflect local conditions is discouraged by the extent of the bureaucratic formalities.

The BEC reorganization is an experiment. But the procedure for evaluating its results has never been properly defined. BEC evaluates itself and introduces whatever modifications it thinks appropriate. Its officers seem to be proud of their flexible and pragmatic attitude, an attitude which often makes it difficult to get a definite answer from them when rule needs stating or a principle clarifying. Colleges are encouraged to suggest their own individual approaches. But faced by the avalanche of aims, general objectives, learning objectives, guidelines, policy statements, reviews of standards which cascade upon them, teachers have become experts at pleasing BEC, at making genuflections to the right idols, going through the right ceremony "playing the system".

BEC has failed to mobilize the expertise of lecturers in evaluating and modifying the system constructively because teachers see it having been imposed on them from above and find it difficult to involve themselves in policies whose formulation they cannot influence.

Mike Kelly is senior lecturer in economics at Grimsby College of Technology.

Joan Aiken on the first volume of Rosemary Sutcliff's memoirs

Fenn's outspoken view of the radical difference between the way religious language works and the way secular language works presents a challenge to linguistic theorists as well as to laymen. For if Fenn is right, there



Blue Remembered Hills is an autobiographical narrative of early life, taking the writer through childhood and up to the age of 30. Told with robust candour and fond photographic memory for detail, especially for outdoor places and gardens, it is an engrossing record of close family relationships, and also of quite unusually adverse conditions not so much overcome as cheerfully ignored and seen on one side. Of her uncountable and undoubtedly painful visits to hospital the author

The onset of war rendered mother and daughter less solitary, for their house became a Home Guard signals post. From this period and of course also from her father's naval background, we can trace a link to the writer's later interest in battles, and the frequent military element in her books. The theme of ordeal, too, and the hero's need to extract himself from a state of servitude or imprisonment.

Special pages of children's book reviews and interviews p29-34.

Robin Buss on French cinema at the NET

The "cinéma de papa" had not been as bad as all that. French silent film, from Méliès to Feuillade to *Judex* and Dreyer's amazing *Passion de Jeanne d'Arc*, recorded some outstanding achievements, though by the late twenties too many directors had fallen to the French passion for literature and were making tedious, but safe adaptations of classics. René Clair had some justificatory for thinking in 1925 that commercialism was killing the art and, with the coming of sound, Marcel Pagnol was among those who felt that the value of film would lie in its ability to preserve the stage performances of great actors. In a way, he was right. The trilogy taken from his plays *Marius*, *Fanny* and *César* may

moured a vision of France before the Fifth Republic, in the days before supermarkets, motorways, le marketing, le snobisme and la matière plastique. The galloping materialism of the sixties did not, surprisingly, destroy Tat'i France but forced it to coexist with the tastes of the new class of *cadres supérieurs*. The cinema, as well as reflecting some of their pretentiousness, caught up at last with our ideas of French film as the intellectual's bedtime story and self-consciously produced the New Wave.

Like the New Novel, whose writers it sometimes used (Duras, Robbe-Grillet), it now seems much less homogeneous than it did at that time, when critics were keen to find

Future events will include, in February, a tribute to Georges Franju and in March, to Jean-Pierre Melville which puts his work in the context of French and American



directors who have influenced it. In May, there is a season of the more politically committed films of Chris Marker whose documentary *Le jolli-mai* captured what was going on beneath the glossy surface of French life in the early sixties. Plans for the rest of the year are not fixed, but the whole season, for the British Film Institute's fiftieth anniversary, should provide a marvellous opportunity to rediscover the achievement

of our favourite producer of foreign language films. Educational Corporate membership of the NFT, through the British Film Institute, costs £20 year. Most of the films in the remainder of this month's season are likely to be heavily subscribed, but where seats are available a discount is offered for school parties which should be booked through the box office.

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Roy Harris on some new books about language

A welcome feature of Lyons's book is alertness to the great diversity of the questions which may be asked about what words mean, and its recognition of the fact that many of these questions make very little sense except within the confines of certain, and narrow academic traditions. It is certainly refreshing to find a semantic theorist taking the trouble to look at how dictionaries are currently used by the general public as they

One strength of Raymond Chapman's modest book, *The Language of English Literature*, lies in its wealth of quotations, from Shakespeare to Virginia Woolf, brought in to illustrate points in the discussion. Not all will agree with Chapman's assumptions about the likely to cause apoplexy in predictable quar-

she concludes (i) that "cultural change is natural and inevitable" and "language change is in no sense necessary in any circumstances, but it may in certain circumstances, be a desirable". The final thought she has for the reader with is one worth pondering: "we are unable to tell us what English will be in a hundred years' time. It may be that languages change in accordance with the needs of the people who speak them, or linguists have so far completely failed to explain it. But at least being clear that the present no known basis for predicting change is an improvement on the one given by William Caxton in the fifteenth century". Caxton thought that changes in the English during his lifetime were "due to the influence of the moon".

THEATRES

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tion and Training has entered the publishing world with these guidelines designed to help teachers identify signs that may indicate potential musical giftedness in children. There are eighteen pages of text, of which six are devoted to suggestions for further reading and references. The highly complex question of giftedness in music occupies just two and a half pages of the remainder, and similar space is given to addressing the question of "Where can we find the best book." Dobbs, the former Chairman of the UK Council expresses the hope, in his introduction, that this slim publication will lead teachers to a greater awareness. Let us hope so.

John Stephens

ARTS

Black comedy stuff

Boys from the Blackstuff. BBC1, Tuesdays, usually 9.25pm.

A silence descends on Anfield as Sammy Lee prepares to take a corner. In that moment's hush, a young boy's voice is heard. "I can do that." The crowd roars in delighted recognition at one of its latest hero's catch phrases.

For anyone who happens to have a job, it should perhaps be explained that this new hero is Yossler ("Finding a job is like looking for the Scarlet Pimpernel") Hughes, the central character in *Boys from the Blackstuff* by Alan Bleasdale. This series of five television plays was first shown on BBC2 last October: it is now having a speedy and well-deserved repeat on BBC1.

The main characters appeared originally in Bleasdale's one-off play *The Black Stuff* when, as a turn-of-the-century gang, they were to a certain extent working in Middlesbrough. In this series, they are back on their home patch, out of work and wrestling with the DISS. The opening episode (shown again last Tuesday) has them moonlighting for a shady builder who is ironically trying to complete a contract on a new employment exchange. In future episodes we shall see Yossler finally crack and out of his mates, Dixie Dean will get dragged into the criminal underworld, Chrissie and Logo (the Black black comic) will be tempted into fraud and be caught, and George will die.

Put like that, it doesn't sound like a lot of laughs. However it is richly comic and as one of its fans, David Sheppard, the Anglican Bishop of Liverpool, said recently on television, "It's about people with great gifts and abilities, being robbed of the chance to use them".



Michael Angelis as Chrissie

That it is so much more than just another liberal-minded, conscience-saving look at unemployment is due to brilliant acting, wonderful direction by Philip Saville (it was made almost entirely on location, using lightweight video cameras) and especially to Bleasdale's passionate, compassionate writing.

A former teacher, he became known for his *Scully* stories which are a sort of Scouse teenage version of *Janet and John*, his successful stage plays, his many scripts for Merseyside's Radio City, and several other School Radio and television plays. Following the success of *The Black Stuff*, the BBC commissioned this series of five plays. Future critics will analyse its subtleties and symbolism; its black comedy, despair and gloom. In any period, it would deserve its rave reception.

Some of its present success must be due to the fact that it is a play which has found its time and struck an emotional chord not just on Merseyside, an area Bleasdale feels so strongly for, but in the West Midlands, the North East and even in protected London.

Its author claims to be equally hostile to the left and right. He is more concerned with victims. Nevertheless it is a political play and one can only hope that some brave principal private secretary is telling Mr Tebbit that he really ought to watch it. If that secretary were really brave, he would tell his ministers to watch it in the Liverpool pub where one viewer recognized Alan Bleasdale. "I like your series, Grant. 'Cept that every time I see it, I want to hang myself."

David Self

Monochrome story

Gaskin. BBC2.

The difference between the television version of Graham Gaskin's life story and the book version (which was nowhere credited in this production) is ostensibly that between the professional and the amateur approach. Whereas the book amounted to a confused *en de cour*, the teleplay deployed all the tricks of this most persuasive of media: strong story line, easily identifiable villains and a devastatingly good-looking young actor in the lead role.

Well, that's one way of looking at it. But the other is that simple, partly for the reason that Gaskin's When he was a few months old his mother committed suicide and his father abandoned him to the care of the social services, who simply didn't know what to do with him. Young Graham was shuttled from an adult mental hospital to various "homes", approved school, borstal and finally prison, being subject along the way to cruelty, neglect, sexual abuse and almost total lack of understanding. Who was to blame? This was the question posed (and firmly answered) by the television version.

Television drama (when it is not of the bland, costume variety) prides itself on its social conscience: on identifying problems, on spotting and cornering villains. In this case, all Gaskin's troubles were directly attributed to the bungling, insensitive bureaucrats in the social services. Admittedly, they were almost always lamentably at fault. But surely I can't be alone in finding the focus of this highly competent production distasteful for both moral and aesthetic reasons?

All very well (I say in my moral person) for those people in television to cast the first stone against others striving against all the odds to do an impossible job. Can we really hold a local authority agency responsible for the sadism of a

headmaster, the sexuality of employees, or, above all, for the wish, unattainable behaviour of a father? Can we really expect such a young actor to take on the whole burden of caring for others and then say it for failing to do so? How can we hope that a corporate entity, successful as it may be, will ever care for its individual members? The makers of *Gaskin* their zeal, clearly thought otherwise. There was the picture of the righteous dilettante masquerading as a social crusader.

Television almost immediately judges the real job and the responsibility of drama: that of picturing human beings and their relationships in all their daily complexity. Somewhere in the middle was the story of a human being who had survived as such to add on a few months of madness, a rabbit, a guinea-pig, and a kind word here and there. What wonderful (and mysterious) but could? Wasn't it tragic (pity, ger-inducing) that he had to even such basic subtleties beyond the television version. *Gaskin* gave us a monochrome vision of a desperately sad story. But so colour has been around for a time now?

Sheila Macle

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Chicks and busybodies

Chiderella. Ticorn Puppet Company

Ticorn's "puppet-pantomime" interpretation of Chiderella is a safely conventional entertainment ideal for the Christmas children's theatre season. It is aimed, not unnaturally, at younger audiences, though the relative sophistication of some of the gags suggests that adults too are very welcome to come and enjoy this simple lighthearted show.

In the best pantomime tradition the characters are given an odd assortment of contemporary foibles and preposterous names. Morbida and Hysteria, the Ugly Sisters, have become Glaswegian and Lancastrian busybodies respectively. Rovina the cow is a recalcitrant trade union member, and a group of frenzied chickens cluck their way melodiously through "In the Mood" in an inventive and amusing musical interlude. On the whole, though, this version remains close to the original Chiderella story.

Ticorn choose to use pre-recorded dialogue for their performance and this results in a slightly remote and disjointed feel; it also precludes any improvisation by the two puppeteers and must, in front of a large, more vociferous and boisterous young audience, lead to problems of timing. On the miniature stage the scenery shifts imaginatively, albeit disconcertingly slowly; the deft choreography and the cleverly expressive marionettes devised by Kenny Gardner were excellent.

Christopher Denyer

Peggy Heeks

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BOOKS

Slippery slide rules

Sociology: Traditional and Radical Perspectives. By Howard J Sherman and James L. Wood, adapted for the UK by Peter Hamilton. Harper and Row £5.95. 06 318 190 8.

I think I will begin by illustrating the type of generalization favoured by the "radical" authors of this book. Some radical sociologists tend to acquire and arrange information in gobs, and they quite often insert these gobs uncritically into large-scale ideological frameworks. Numerous examples may be given (though not just now - I haven't the space) of the role of political and social theory in the work of these authors of this book know just how implausible their main contentions are with respect to these two sociologists. Max Weber conducted historical studies on a vast scale. Talcott Parsons studied society in evolutionary and historical perspective. Both of them focussed on crucial revolutions. It is true, of course, that Weber was something of a pessimist and thought that bureaucracy would be a well-nigh universal characteristic of developed modern society. On the other hand, Talcott Parsons was an optimist who by no means foreclosed on the future.

What the authors of this volume are trying to do is to provide an updated version of C Wright Mills' "The Sociological Imagination". To do this they have to construct a thoroughly distorted figure called the "traditional sociologist" and

then contrast his viewpoint with their own dialectical, historical, panoptic approach. There are people, sure enough, who think that it is not too difficult to avoid values and ideology, who have no breadth in cultural space or depth in historical time, but it is quite impossible to lump them along with a straw man called "the traditional sociologist".

I must say that the vaunted historical perspective as illustrated here is incredibly thin, especially in dealing with the history of socialism and the Soviet Union. On the other hand, the book is clearly written, in the sense that everyone can follow it. But to be clearly written is not the same as to be clearly thought out. The slippery slide allows all the crucial questions to be avoided, as for example, what exactly it is they mean when they claim they "view society from the position of oppressed groups in society, such as the poor, the unemployed, manual workers, blacks and other ethnic minorities, and women". The implications of this for a philosophy of social science are immense. Indeed ludicrous, but so far as our authors are concerned, it is just a noble stance, a sort of signal of virtue. It reduces the complicated task of elucidating the structures of social life to a kind of easy rhetoric, eked out with illustrative cartoons, and useful stereotypes - like "traditional" and "radical" sociology.

David Martin

Now that it is becoming accepted that ancient literature may be respectably studied without knowledge of the ancient languages, books are starting to proliferate to support the new approach. Cambridge University Press have just published a magnificent volume by Michael Craw-

ford and David Whitehead, *Archae and Classical Greece: A Selection of Ancient Sources in Translation* (£35.00 and £12.50). The authors seek to represent the history, institutions, society and economy of the Greek World from 750 to 338 BC, giving detailed commentaries on

each piece of writing, together with chronological tables and maps. For those with more modest requirements, Michael Grant's *Greek Literature: An Anthology* is available from Penguin at £2.95. This useful volume of translations spans drama and poetry, history and philosophy.



From 1887 to 1919, Mr F H Wright, headmaster of Bugbrooke School used letters written as homework by his pupils as the basis for a weekly village newsletter; his original and imaginative approaches to education included early wireless experiments, as the above photo recalls. His work is chronicled in *And The King Passed By*, a typescript booklet edited by Heather Tynbee (available at 50p from Barry Road Teachers Centre, Northampton).

Literary voyage

The Eng Lit Kit. By Digory Tweedcroft. Garrick Press £4.50. 9508139 1 5.

Professor Digory Tweedcroft has set out to do for English literature what Messrs Sellar and Yeatman did for English history. As he writes so succinctly, "Previous literary histories have generally been unsatisfactory - floundering between the Scylla of pedantry and the Charybdis of inaccuracy". Yet is his own voyage on this over-charted sea any more successful?

We must first appreciate that the professor is impatient of any boring Leavisite preoccupation with texts. Not for him the narrow constraints of relevance and scrutiny; his is no common pursuit. Indeed, for Professor Tweedcroft background is all. Thus his explication of Restoration drama is made through a rarely quoted passage from Samuel Pepys's *Diary* (so often confused by callow students with the more famous

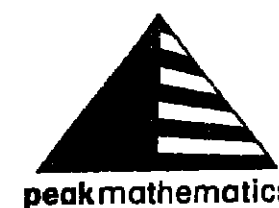
Diary) in which the diarist describes a visit to Wychrevage's neglected masterpiece, *The Plain way to a Wife of Mode*. Similarly the lyrical ballads of a later age are made plain by hitherto unpublished excerpts from Dorothy Wordsworth's diary in which she reveals how Coleridge induced a willing suspension of disbelief in herself and her brother with the help of certain substances grown in the vegetable garden of Dove Cottage.

Professor Tweedcroft is never afraid to venture a bad joke or a brave opinion. There will, for example, be those who dispute his view (and I quote his elegant turn of phrase) that "by 1918, poetry was knackered". However he may rest assured that the attacks he will undoubtedly suffer, be they in public or in the privacy of the TLS, are simply the work of colleagues jealous of his breath-taking generalities.

David Self

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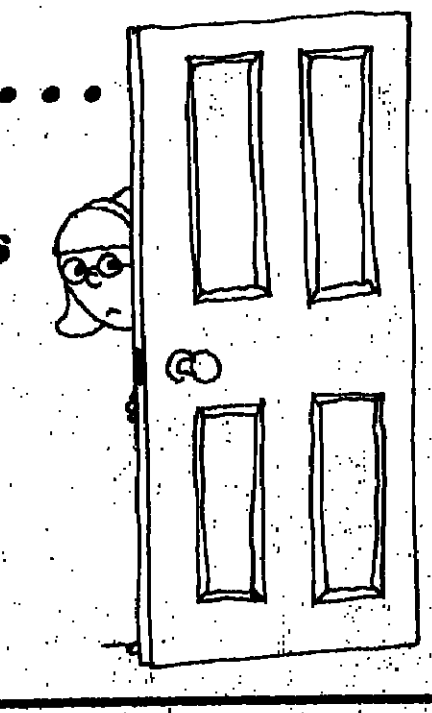
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EXTRA

School rules

School's OK. Stories selected by Josie Karavasi. Evans £4.95. 237 45653 2.

Three grinning teenagers as a cover illustration plus a positive title is a welcome change in today's relatively depressed school story genre. But the ten stories included here do not represent any significant return to the idea of school as Garden of Eden, with the hissing teacher or a serpentine bully threatening a paradise of tuck shops and classroom japes. Rather, they suggest a range of emotions and atmospheres, and pupils reading them - as they surely will, given the chance - will be bound to recognize much from their own lives at school. The only false note is the never-failing ability of these fictional children to express their feelings clearly, even when the most inarticulate pupils are involved. If modern school stories have travelled far from Frank Richards and P G Wodehouse, they have still to arrive at Pinterland, even though many real adolescents have been living there for years.

The best story is by Robert Westall, involving a sparsely-employed school leaver travelling back via a time dream to the even more depressed nineteenth thirties. Those who accuse this particular author of going over the top in his fiction should remember he is also a

careers teacher in the North East of England; hardly a position to inspire optimism in or out of print. But a characteristically witty story by Jan Mark is also at hand to cheer everyone up, since it deals with falling in love - a process not so far in any state of recession, since it features in other stories as well. Two more contributions focus on racial prejudice but without preaching, making their points before the actual colour of the main characters becomes any sort of issue. Lastly, Gene Kemp comes in with a variation on the eternal relationship between the bully and the bullied, pictured here as one of mutual dependence, although there must also be victims who simply have their tormentors in the most uncomplicated way, and could wish for nothing better than their final disappearance from the scene.

Each writer has added a short piece about themselves after their stories (and in one case, a fairly disastrous poem.) Yet none has taken the opportunity to mention other books they have sometimes written around the theme of school. This is a pity, since it would have given readers a chance to follow up at greater length elsewhere any particular author they may have got to like in this present volume.

Nicholas Tucker

Horse's mouth

War Horse. By Michael Morpurgo. Kaye and Ward £4.95. 0 7182 3970 9

A good book can always stand on its own. So it is perhaps a little unfair of me to saddle Michael Morpurgo with the label "The Black Beauty of the Great War." Yet that describes it perfectly.

In the summer of 1914 Joey, a handsome half-bred colt on a Devon farm, is being schooled by the farmer's son, Albert, as both a riding and a plough-horse. Youth and horse understand each other, so when his father sells Joey to the cavalry at the outbreak of war, Albert swears to get Joey back by hook or by crook.

Joey learns the discipline of being a cavalry horse, goes to France with his new rider, Captain Nicholls, and is plunged into the horrors of the battlefield. Nicholls is killed in a cavalry charge. Joey and his friend, Tophorn, a black stallion, are captured by the Germans and, harnessed to an ambulance, bring cartloads of wounded from the front. Then they are yoked with other horses to a heavy gun and toil in the middle

of the shelling. Tophorn dies of overwork and disease, and during a lull in battle, Joey escapes into No Man's Land. There, with a damaged leg, he is coveted by both sides; the firing stops, and a German and a Welshman, briefly united, toss a coin for possession of the horse. The Welshman wins. Joey returns to Albert, who is now a soldier.

In the tradition of *Black Beauty*, Joey tells his own story, but his - or his author's - style is quite different from that of Anna Sewall's Victorian hero. As he showed in his collection of stories *The White Horse of Zennor*, Michael Morpurgo avoids with dexterity the pitfalls of sentimentality and super-charged emotion. *War Horse* was a fancied runner in the Whitbread Children's Books Stakes, but got beaten just before reaching the post. The race is not always to the swift, however, and it seems likely that Joey's marvellous horse's eye view of the 1914-18 holocaust may remain a favourite long after other runners and winners have been retired.

Fred Urquhart

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Beauty and beast

Neil Philip on fairy tales

Sleeping Beauty and other Favourite Fairy Tales. Chosen and translated by Angela Carter. Illustrated by Michael Foreman. Gollancz £6.95. 0 575 03194 8.
Perrault's Complete Fairy Tales. Translated by A. E. Johnson and others. Illustrated by W. Heath Robinson. Kestrel £5.95. 0 7226 5268 2.
Favourite Fairy Tales. Edited by Jennifer Mulhern. Granada £5.95. 0 246 11881 4.

In 1979 Angela Carter published a series of acidly brilliant variations on classic fairy tales, *The Bloody Chamber*. The originals she so chillingly explored are translated in *Sleeping Beauty and other Favourite Fairy Tales* in a coolly ironic, brisk edgy prose which resonates to those darker fictions, while at the same time remaining faithful to her often maltreated originals. Ten of the tales are by Charles Perrault; Angela Carter's translations have already appeared as *The Fairy Tales of Charles Perrault* (Gollancz, 1977), with series, haunting etchings by Martin Ware. The two tales added in this edition are by a later writer influenced by Perrault, Madame Leprince de Beaumont.

It is her "Beauty and the Beast" which forms the basis of most later retellings, and the subtext of Carter's "The Courtship of Mr Lyon" and "The Tiger's Bride". In an afterword, Angela Carter notes the introduction in Mme de Beaumont's work of a novelistic element foreign to Perrault, whose tales, despite their rhymed moral endings and seventeenth century court trappings, retain the simplicity of their oral ancestry. That simplicity was to be betrayed by later writers, displaced by the empty, ornate verbosity of the *Cabinet des Fées*. But the literary elements provided by Mme de Beaumont for her beast-marriage tale are, as Carter notes, subtle teachings out of the implicit emotions of the story rather than mere embellishments. If any translation can persuade us to read "Beauty and the Beast" afresh as a short story, forgetting both the more earthy appeal of beast-marriage folktales such as the English "The Small-Tooth Dog" (in Addy's *Household Tales*) and the artificial curlicues of later retellers, it is Angela Carter's.

The same is true of her crisp, perfectly balanced Perrault translations. There is real wit, to be relished in each re-reading, in lines such as this, when Puss-in-Boots reaches the ogre's castle: "The ogre made him as welcome as an ogre can." The words are concise but treacherous: leading us up to predictable paths then dropping us into unseen pits. Ware's etchings perfectly caught this aspect of the translations, making

ing *The Fairy Tales of Charles Perrault*, perhaps, an adult book. Michael Foreman's illustrations in this edition, some in black and white but mostly in his familiar brightly-coloured air-brush style, are less concerned to dig beneath the surface. There are subtleties - Sleeping Beauty as a landscape across which the Prince rides; a castle entrance as a threatening face, with the portcullis its bared teeth - but they are of a different order to Ware's image of disquiet. The result is very fine in its way, and a fitting companion to Foreman's Andersen, Grimm and Old Testament illustrations. Carter and Foreman won the Kurt Mascher Award for balance between text and illustration with this book.

The Kestrel Perrault's *Complete Fairy Tales* contains rather stiffer but adequate translations mostly by A E Johnson, with black and white illustrations by W. Heath Robinson. Like the Carter/Foreman volume it adds "Beauty and the Beast" to the Perrault corpus, and throws in two stories by Madame d'Aulnoy for good measure, "The Friendly Frog" and "Princess Rosette". It is an acceptable edition, but it has flaws, notably the blurring of the two central issues in "Donk-

ey-Skin" by an unnecessarily coy translator. Jennifer Mulhern's *Favourite Fairy Tales*, offering archaic versions of the eight stories in Perrault's *Histoires ou Contes du Temps Past* with different sets of mostly nineteenth-century illustrations to each tale, is an altogether less happy production. The translations are faithful enough, if bland; the pictures are well chosen, if irritatingly arranged on the page at arbitrary angles to the text. But the book nevertheless represents a badly missed opportunity. If each tale is to be prefaced by a mini-essay, could not the editor have brought herself to include just one or two pieces of hard information alongside her generalized statements about how widespread this or that tale is? Instead we have a pallid imitation of Iona and Peter Opie's *The Classic Fairy Tales* without the research to justify the format. The confusion of motive is made evident by the quotation on the back jacket of Samber's 1729 translation of "Little Red Riding Hood", together with some information culled from the Opies, but the printing in the text of a quite different version. The Carter and Opie books together make this one redundant.



Michael Foreman's ugly sisters prepare for the ball

Homily to pop-up

Mirth Without Mischief: an introduction to the Parker Collection of early children's books and games. By Niky Rathbone. West Midlands Branch of the Library Association Occasional Pamphlet No. 2. Birmingham Reference Library, B3 3HQ £3.20. 0 85365 815 3

English public libraries are not always the most hospitable resting places for collections of early children's books and Birmingham is to be congratulated for the care which it has given to the Parker Collection, and for a continuing readiness

to build up its holdings. Something of the riches of the collection can be glimpsed in this discursive account of it, with Niky Rathbone guiding the reader systematically through the resources, from Calvinist homiletics to modern pop-up books. She is alert to that special feature of historical children's books - the frequent manifestation of old morals in new guises - but it is unfortunate that a pamphlet sponsored by a group of librarians should have several bibliographical errors in it and should be printed in rather a graceless fashion.

Brian Alderson

Continued from previous page
those illustrated by Michael Hague (Methuen £7.95 0 416 20620 4), Harry Hargreaves (Armada £1.25 0 00 692096 9) and John Burningham (Kestrel £7.95 0 7226 5746 3); also the abridgement by Barbara Sleigh, illustrated by Philip Mendonza (Hodder £4.95 0 340 28573 7), and the unillustrated *World's Classics* edition, introduced by Peter Green (Oxford University Press £1.50 0 19 281640 3). The best illustrated edition is that done by Shepard in plain line (£4.50 0 416 39360 8). Excerpts from the book are: *The River Bank*, illustrated by Adrienne Adams (Methuen £3.60 0 416 87090 7 paperback £1.10 0 416 342701) *Wayfarers All* and *Mole's*

Christmas both illustrated by Beverly Gooding (Methuen £3.95 each. 0 416 89810 6 and 0 416 25430 9). *Toad's Tale* illustrated by E H Shepard (Methuen £3.95 0 416 24880 2). A working-class gloss on the events of the tale has been given by Baxter Forrester and set down by Jan Needle in *Wild Wood* (Andre Deutsch £5.95 0 233 97346 X). No publisher so far seems to have contemplated a picture-book version of Grahame's gorgeous little tale *Bertie's Escapade* - but that is perhaps just as well, since here too, Ernest Shepard has produced unsurpassable illustrations (Methuen: hardback £3.50 0 416 57950 7; paperback 85p 0 416 89760 6).

Risks and tactics

Jill Paton Walsh on Peter Carter's new novel

The Children of The Book. By Peter Carter. Oxford University Press £6.95.

The Siege of Vienna by the Turks, in 1683, is the subject of Peter Carter's ambitious and scintillating new novel. Under the languid leadership of Sultan Mehmet the fourth, and the driving ambition of Grand Vizier Kara Mustafa, the Ottoman armies struck into the heartlands of Christian Europe, threatening western civilization as they had not done since Charlemagne turned them back from the marches of southern France. The book is published at the dawn of the three hundredth anniversary of the events it describes, an accident which gives focus to wondering how different Europe would have been had Vienna fallen.

It did not fall. An improbable, self-interested, lumbering alliance saved it. The Hapsburg Emperor's own army, kept intact by judicious withdrawal, and the superb Polish cavalry led by John Sobieski, just in time, together with superb defences - walls, mounds, bastions, saved it, and Europe at its back.

Although the narration is full of great leaders in council, military men discussing risks and tactics, urgent embassies and galloping despatch riders, Peter Carter fixes our attention on the human scale. We are shown three ordinary young people swept up in the conflict: Stephan Zahruski, marching to war with his father from a remote fur-trade steeped in piggyish ignorance, learning the world, and being promised a lovely bride as he went; Timur Ven, young Janissary, full of lust for battle and glory, learning nothing from the worldly wise, battle wary older men among whom he serves but acquiring a spiritual leadership; and lastly Anna Vogel, baker's daughter, living within a quarter of a mile of the terrible slaughter in the moat of the City, full in the path of the heathen horde.

In a brilliant balancing trick the author shows us fully enough of the brutality of the Poles to their serfs to weigh against the systematic cruelty of the Turks to their enemies, and to each other; fully enough of the glory, discipline and spiritual rigour of alien and unfamiliar Islam to weigh against our instinctive sympathy with the Christian side, and, as the tale reaches its climax, manages to make us care more deeply for the fate of the two cullow, terrifying young men outside the walls, than for the escape of Anna, wise, womanly, virtuous, and comfortable.

This is achieved using a narrative method that can be thought of as mosaic - the author shows us, one after another, small brilliant scraps of story, which little by little coalesce in our field of vision to make up a shining whole. Each vignette in turn is in perfect focus, each with its own background fully envisaged: snatches of birthing, flickering campfire, the twang of bowstrings, the gossip and rumour and hardship of the beleaguered city are all clearly shown us; and little by little a very large cast of fully convincing human beings too, all moving towards collision with each other and destiny on the battle field.

Unfortunately, for all its merits as a way of showing simultaneous but separate events, the mosaic method has a characteristic defect. The narrative thread is continuously broken, the reader's attention no sooner engaged than diverted, and the book is very far advanced before we have accumulated enough knowledge of each separate character to sustain interest in him or her while they disappear and reappear, giving way to pieces in each other's story. Combined with the unavoidable strangeness of foreign names and offices, places long ago and far away, this presents the reader with an obstacle course of some difficulty at the opening and, irresistible as it becomes, this is a hard book to get into. It is also, however, a book which deeply rewards the effort it asks of its readers.

Playground copyright

Edward Blishen on rhymes

In his newly published autobiography, the poet Ted Walker proclaims himself a Beanoite; and says that in any group of educated strangers he finds another Beanoite as easy to recognise as a Leavisite. I guess the ribald strand of comedy that *Beano* represents has long lent vigour, sometimes at quite refined moments, to English verse. (Chaucer was a premature Beanoite; Discuss.)

The question I sometimes find myself asking is about the effect of taking this boisterous ingredient of the local imagination into the official embrace.

A churlish approach to Mike Rosen and Susanna Steele's collection of playground rhymes, *Inky Pinky Ponky* Granada £5.95. Its good to have the texts (recklessly indefinite, of necessity) of "I had a little brother His name was Tiny Tim"; and "Tell tale tit"; and 40 or so more. It's splendid to have them illustrated by Dan Jones, whose renderings are definitive: "Adam and Eve / In the Garden of Eden / Admiring the Beauties of Nature" are precisely as a playground anarchist might imagine them: Paradise being a sort of vegetable staffroom, stuffed with butterflies and brussels sprouts, and Adam wearing the unmistakable moustaches, authentic spectacles and surreptitious nakedness of Mr Smith, form master of IIB. A gorgeous book. I wonder only what I'd have felt if it had fallen into my hands c. 1928. Alongside pleasure (and, of course, wild

astonishment), might there have been some feeling that . . . the coarse copyright of the playground had been infringed?

Certainly, knockabout has elbowed itself to the centre of the scene; and the appearance in hardback of Kaye Webb's collection of poems chosen by children for children, *I Like this Poem* (Kestrel £5.95), reminds us that the taste for what the editor calls "the jokey" is real and deep. Of the four most popular poets, two are comic: A A Milne and Spike Milligan. (The others are Robert Louis Stevenson and Walter de la Mare.) A book to cling to as a compass, for its reminding, for example, that 11 and 12-year-olds are "more into feelings, hidden meanings and beautiful phrases". Meanwhile, here's Richard Digance with *Another Animal Alphabet* (Michael Joseph £4.95): a hit-and-miss Beanoite who sometimes goes on a little too long. But perhaps to miss as well as to hit is indispensable to the creation of a general response of delighted groans. At his best he is authentically funny; which is to say, inexplicably so. As in his account of the earwigs sitting on the grass in the observatory: "Earwig-O. Earwig-O. Every time we tumble / The Mount-tains shake. / The valleys quake. / The earth begins to rumble. / Every time we jump around the earth splits in two. / Just think if we were Hippos all the damage we could do."

Mythgivings

Moorstones. By Adrian Cole. Spindlewood £5.95. 0 907349 30 7.
The Maps of Time. By Peter Hunt. Julia MacRae Books £5.95. 0 86203 114 2.
The Gift of Untal. By Joan Smith. Julia MacRae Books £5.95. 0 86203 101 X.

"Somewhere, up on the tors, evil slirs its roots. In each of these fantasies a grunty landscape, embodying elemental strife, entraps a boy who stumbles through a time warp and finds himself endowed with ancestral powers. For centuries, menhirs, dolmens and cromlechs have lain in wait. Disused railways are also haunted. But, in literature as in life, warring forces are easier to unleash than to direct. The spirits of the earth are more readily evoked than interpreted. Supernatural complications may be hinted at, but never explained. So, as storms rage, mist swirls and blood runs cold, plots thicken to the point of impenetrability, and stories tend to sink under an overflow of earnestness. What now? What next? What for? wonders the disoriented reader. Often the necromantic authors cannot tell.

The reign of Chaos and old Night is only fitfully illuminated, in Adrian Cole's *Moorstones*, by Stuart Littlejohn's line-drawings and Richard Wood's map of Dartmoor. Over the familiar hazards of desert territory - quarries, rivers, a reservoir and an Army artillery range - there broods a spectral realm of dragons and hum-dreks, locked in combat of ancient origin and dubious outcome. Some-

how the land must be saved by young Kevin (struck dumb by a trauma in infancy) and by Aaron, an ageless stranger who is intermittently blind. Together they struggle over the bleak terrain to face the foe whose slaverous onslaughts are prompted by Aaron's sister, roused in her turn to fratricidal fury by thwarted incestuous ambition, a murky motive which could, without loss, have been kept permanently dark.

From the primordial guilt, monstrous apparitions and fevered atmospheres of South Devon, we may turn for respite to some relatively humdrum time-travelling in the Black Mountains. Peter Hunt's youth group, a party of practical, down-to-earth, laconic teenagers, led by a curate, "The Cruet", are busy camping, cycling, riding, canoeing and fishing, while 11-year-old Sam peruses *The Maps of Time* which he has bought in a second-hand book-shop. They date from 1800. One by one, industrial areas developed since then are mysteriously eliminated. Amid rising panic, news bulletins announce the disappearance of what Sam calls "all the slums and the nasty bits." The valley itself is transformed, restored to the inhabitants of a bygone age, whose passion for "purity" is ominously linked with Sam's slum clearance.

The narration is deliberately oblique and there are gaps where one might reasonably hope for a connecting thread. A dry cryptic itemizing style, which sets the scene with deadpan observations and fills heads with no-nonsense thoughts, proves

too brittle to sustain much emotion: "The eyes bored into Sam's brain, black and hate and fear and Sam's tongue dried and he saw in his brain the storm and the pass. Mesmerized."

Character prevails over cartography in Joan Smith's novel: the spell cast by the Stones of Carnac makes psychological sense. Camping with his family in Brittany, Jacob persistently rejects his stepmother's friendly overtures out of loyalty to the memory of his dead mother. Following a visit to the tomb of a Neolithic warrior, Cob is singled out for "The Gift of Untal"; a mixed blessing that confers uncharacteristic physical prowess, aggression, and irresistible competitive urge. These new distinctions threaten to wreck Cob's existing relationships, to the dismay of his amiable elder sister whose own metamorphoses are confined to cheerful exhibitionistic role-playing. The malign influence of the pagan shrine is finally warded off at the shrine of St Anne, where Cob's symbolic deliverance by the mother of the Virgin affirms the pre-eminence of a nice nurturing homely matriarchal faith over the demonic alien sun-worshipping machismo to which a boy might otherwise fall prey.

Incidentally, linguists may be grieved to note that the Stone Age messages are transcribed here a lot more convincingly than French conversation: a clear case for editorial intervention, if not divine vengeance.

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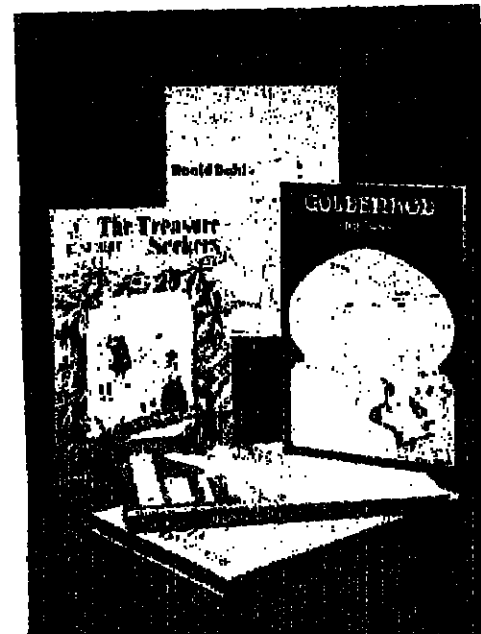
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Comic scholar

Edward Blishen writes about his friend and colleague Mr Garfield whose 'Apprentices' have just appeared in a single volume

It's a square mile or so of London, where the street names are stories inside stories: Drury Lane and Little Drury Lane, Portugal Street, Naked Boys Court, Amen Corner, Maypole Alley. It's also an echoing chamber of puns and double meanings. The only pun it evades is the one that makes itself, about everything being linked by linkboys. There are a hundred curious accounts of the effect of light, and two hundred of the effect of darkness. Everything is seen with a witty, sometimes ominous singularity. At a funeral you could pick out the odious Hawkins' "spiky shunks, coming and going under a pall." The apothecary's apprentice halts in the light shining through the great red flask in the window, so that he's like a flame wearing an apron. The use of words turns reading into a constant expectation that one will be thrilled.

The author has, thank God, no shame at all: "It was sight at first love," he sees no reason not to declare. He is inside every one of these young heads, the wistful, the daft, the besotted, the evil, the helplessly good. "It was next week," he tells us of the slow-witted Bunting, "before he'd finished digesting yesterday." He is, not less than three times a page, plain funny: "On me mother's grave," muttered Coot, forgetful of the fact that his mother was not yet in it. Each story remains vividly a story but is also, totally, a sermon. The most terrifying is about the apparent destruction, but the actual preservation, of a real sermon - itself the most terrifying possible: and its rescue is effected for love of Miss Sparrow, printer's devil, who, with her hands that were "ton this slices of night" is the most bizarre and perhaps most touching of the lovers who inhabit this reverberant world.

Because love is very much what it's all about: love, constantly and dizzily flowering in a soil of treachery and greed and dreadful cruelty and indifference. For that, too - the certainty of human villainy - is what it's all about. Leon Garfield, and nowhere more memorably than in the twelve stories of *The Apprentices*, finds (as he always has found) thrilling words for the worse in us, but words as thrilling for the better.

I can't believe that it's not yet 20 years since he first published. The appearance of *The Apprentices* in a single volume puts one in a mood to celebrate, and it's odd to remind oneself that our hero has barely had time to caper in a preparatory

fashion round the time. I remember the beginning, because I was lucky enough to be in on it. In a gloomy life as a publisher's reader, which might have qualified me for the role of one of the sadder apprentices, I've known a single miracle only - which, of course, puts me one up on most of my fellows. It was the arrival of the manuscript of *back Hobson*. I read this astonishingly thrilling story, which at the same time was a penetrating sermon on the problem of distinguishing good from evil, and then lived through the discovery that its creator was inclined to talk about work in progress as if from the pulpit rather than the writing desk. "Pulpit" is the wrong word, of course. If Leon Garfield were a set of water spring, then alongside

than when he is set upon by imitators, among whom I, friends, and admirers, Lord, I'd be a flamboyant, a mascot, but I never read him (oh, only 315 pages of *The Apprentices*, out being struck by the solemnity with which he administers cornucopia.

He is a great opener of a will work desperately hard by instant working phrase: as a thought of as a footnote to the only by those who have read under the most curious circumstances. I do not know what he is about those who think that, in about the eighteenth century, does not write about the future. The young are lucky, I think, have among them such a conveyor, with such rich notes



An illustration by Faith Jacques from the *Unomy*, one of Garfield's *Apprentices*

the major one, of the storyteller, there'd be vital contributions: of the born researcher for methodical jargon; of someone not perfectly to be described as musicologist, but there's no simple word for this, and no one sensitive to the character of prose can doubt the influence of music on him; and of the moral philosopher. Deeply, he is a moralist. In his presence, I've often felt I was the companion of an old mob of bizarrely qualified professors. I'd hear him, in those early days of our acquaintance, talk of a new book in large moral terms, and be relieved when this abstract scaffolding came down and there, inside it, as always, was the spare story.

Some will be astonished that I should use the word "spare". But I have never myself felt more amazed

poet Heine among them. I do believe he will easily sink into vision - which Mr Chambers, in *Dumb Cakes*, "visualizes as a lit sign, hanging in the air, Portugal Street."

I've declared my interest, a must say that one of the pleasures of knowing him is that the only always been able to speak in a voice of the friend. It is fitting should end with a story, the one once driving past a small bell encircled with bushes. "Look," said absent-mindedly, "the lit sign, hanging in the air, Portugal Street." I had used it in a within five minutes. In less than minutes, he'd forgotten it.

"The Apprentices" is published Heinemann at £6.95.

Meaningful ghosts

Footsteps on the Stairs. By C. S. Adler. Hamilton £4.95. 241 10725 3.

The Haunting. By Margaret Mahy. Dent £4.95. 460 06097 X.

Once upon a time, long long ago, when stepmothers were wicked, you knew where you were with ghost story. A group of normal children would visit a strange house, be disturbed by uncanny noises, solve a mystery and so allow a ghost to rest in peace. True, the characterization of the children was likely to be as nebulous as the ghost itself but at least the plot was straightforward.

Nowadays, we have fully developed characters for whom being haunted is a welcome lull in the busy round of family traumas. A new stepmother means you are no longer part of a one-parent family; instead of being the athletic young hero you are more likely to suffer from compulsive over-eating (and wear your Fatty badge with pride); and you'll be kept awake at night not by a creaking stair, but by worries about your parents' sexuality.

Actually, this is a compulsive read. Eight-year-old Barney realizes he is being haunted by Great-Uncle Cole. He dare not tell Claire, his loving step-mother, because she is about to go into labour and his own mother died in giving birth to him. A perhaps deliberately confusing cast of aunts and uncles intrudes into his life, seemingly intent on turning him into the family magician. Father is always working late at the office, so it is left to elder sister Troy and talkative Tabitha to bring matters to a head. The resulting scene is totally gripping and genuinely frightening. It concludes with father reaching for the whisky - and he only came in at the end of it all.

Just in case the publishers are looking for a quotation for use in future publicity, then let me say *The Haunting* would make an ideal present for any garrulous twelve-year-old: it is certain to keep him or her quiet until next psycho-analyzed.

Footsteps on the Stairs is less successful. An American novel, set in a seaside summer home, narrated by Dudley. Dudley is thirteen, admits to being "a truck", wears an extra-large vest over her bathing costume, into a deeply loving father, with her new step-father, and comfort zone come father's children, the doll-like Amy and young Chip, with the result of jealousies grow and horror is on horror as Dudley describes between-meals snacks. Finally, sad, love-sick ghosts drift into bringing a welcome return to normality and a happy ending to a vacation.

It must be admitted that it is agreeable to meet unlikely horror and also realism unusual in a ghost story: "I zipped off to the bathroom... and settled carefully on the shinky toilet." However this is a genre which cannot stand on characterization and sadism. *Footsteps on the Stairs* eventually sinks into the weight of its own social significance and a pile of calories.

Light-hearted

Joan Aiken reviews John Rowe Townsend

A Foreign Affair. By John Rowe Townsend. Kestrel £5.95. 7226 5780 3

John Rowe Townsend is to be congratulated on having taken a contemplative trip into the realms of light literature; a step all the more surprising because, in his critical writing, he has at times adopted a somewhat admonishing attitude towards this genre. There are, it's true, derogatory connotations about the word "light": light woman, light-minded, light-fingered, light opera, light music - interestingly, one does not come across light art or light sculpture, why not? - and light literature seems to have suffered unfairly in consequence, for there are works of genius in this field as in any other, and even apart from them, it must be, surely, a branch of the arts that has given more pleasure to more people than any.

It is pleasant, therefore, to find that Mr Townsend - who created such serious and highly regarded works as *Hell's Edge* and *The Intruder* on holiday, and has mollified his views on the need for moral and psychological complexity enough to join the Light Brigade and hang up his hat beside the distinguished headgear of such writers as Jerome K. Jerome, Saki, Laurence Houssman, E. F. Benson, Anthony Hope, P. G. Wodehouse, Stella Gibbons, George Heyer, A. Milne, and others who, from time to time, have written fiction, not with any didactic or moral purpose, but purely for the joy and fun of creation.

A *Foreign Affair* is a present-day Ruritanian caper, taking place in Essenheim, a tiny European principality where the elderly Prince Laurence, Ferdinand, is about to nominate his successor. Will it be Prince Rudi-the-charmer, or Prince Friedrich, a would-be pop musician? And why was Rudi apparently kidnapped while on a visit to Britain?

Why does he persuade plain, plump Kate Millbank, daughter of an English journalist, to go with him to his uncle Ferdy's nineteenth-century Gothic castle? And what part will Sonia-the-Anarchist, Aleksis-the-Poet (his forte is rewritings of English classics in Essenheimish: "I moved at random in isolation similar to that of a mass of fog drifting at a considerable altitude across mountains and valleys when without warning I observed an assemblage, an army of yellow flowers...") Colonel Schweiner the Army Chief, Herr Finkel the Capitalist, and Bettina the jailor's daughter play in the business? You've guessed it, there follow a whirlwind series of coups d'état, each faction arriving on top in turn, with charming Rudi the smart operator always managing to bob up, no matter who is in power.

John Rowe Townsend has had fun with his details: the national game, Schlaffuss, the one-plane airline, the university where they run a course in Stundenship (and where, of course, Sonia-the-Anarchist is Deputy Dean, and Aleksis-the-Poet Prince in residence). All works out happily, with Kate declining the dishonourable proposals of Rudi and Colonel Schweiner to return to York University and the capable young English reporter who helped her liberate old Prince Ferdinand.

An enjoyable read: yet I think Mr Townsend could have gone further. To introduce a crown prince, Rudi, must inevitably invite comparisons with Rudolf Rassendyll; and A *Foreign Affair* does not have quite the zing of *The Prisoner of Zenda*. The romance not poignant enough for the best grade of light literature; though one may vaguely plan to go back some day and read Anthony Hope again I'm not sure that A *Foreign Affair* will linger fondly in the memory like the lost loves of Rudolf and Princess Flavia.

But do try again, Mr Townsend - just put in a little more nonsense and schmaltz next time!

Wheel fare

Heather Neill meets author Jamie Brown

Superbike is Jamie Brown's first book for young readers. His decision to write it was not taken lightly. A ninth-generation Canadian, with three children under secondary school age, he is a well-known novelist and television personality in his own country. But a book for young people was his publisher's idea; he had, they argued, a ready-made subject, motor-bike racing, and they thought his style could easily be adapted for teenagers. But Jamie still feared it would be difficult to pin down their language and lifestyle. Persuaded to have a go, he set out on a characteristically thorough period of research.

His informants were mainly babysitters and the children of friends. Although he teaches creative writing at Concordia University, Montreal, his students are "19 to 60" and his own children were too young to advise. Sometimes he was shocked: when a nicely brought up 15 year old girl indicated her approval of a boy by saying she wouldn't "kick him out of bed" he could hardly believe it. He was wary of using up-to-the-minute slang, knowing a fashionable turn of phrase could seem out of date in a matter of months. He aimed "to find the leading edge and then back off about a year". The result sounds authentic enough and has apparently pleased Canadian schoolchildren. If there are passages the English reader would find unintelligible, at least the urgency of the language and the impetus of the story are such that no one is likely to embark on a fruitless search of the dictionary, even to gloss a sentence as extreme as: "Af-

ter classes, he'd truck around the neighbourhood, playing the local heavy, popping wheelies on the short streets alongside the school, looking for drags".

Superbike is a story about enthusiasm. It is also about that awkward adolescent stage (here exacerbated by the presence of a new stepfather) when the young enthusiast feels at once rebellious and lacking in the confidence to cope with grown-up demands; directionless, yet under pressure to succeed. In this case, motorbike racing, a sport surprisingly not especially popular in Canada, provides the purpose, the escape route, the means of coming to terms with a new father figure and with responsibility. (It also, incidentally, provides the stepfather with an enthusiasm with his troublesome charge.) This solemn explanation of what is going on to discourage the potential (possibly usually labelled "reluctant") reader, but the underlying network of believable motives is what makes *Superbike* work so well. Jamie Brown has caught accurately the teenager's need to be accepted, his loneliness, his sometimes poor judgment of others. The sexual relationships are surprisingly innocent by today's standards - not a kiss sullies our hero's lips - but the agony of calf love is all the more real for that. I suspect, in any case, that readers in this country are likely to be a good four or five years younger than seventeen year old Neil, the hero's experiences are in some

Retelling folktales for children is a tricky business. In general, writers are most successful when they impose their own voice as little as possible on that of their source; but these books show that that is not always the case. Geraldine McCaughrean's *Arabian Nights* is admirable precisely because, faced with what to other retellers have been insurmountable difficulties, she establishes a strong voice of her own, is not afraid of her material: and Kevin Crossley-Holland's collection of East Anglian tales is at its best when he is reshaping the stories for his own ends, rather than meekly adapting an existing narration. The tales which he treats most freely - "The Pedlar of Swaffham", "The Callow Pit Coffer", "The Black Dog of Bungay" - catch and hold the attention as short stories in their own right: lively, well-paced, cunningly phrased. But four of Crossley-Holland's eleven stories are handled quite differently.

They are four of the greatest English folktales, collected in the Lincolnshire fens by Clothilde Balfour, Robert Louis Stevenson's aunt, and printed in *Folk-Lore* in 1891. They represent the highest achievement of the English Gothic imagination, presenting horrors undreamt of by Mary Shelley or Hammer films, the worst of which live inside the sufferer's own head: "An' at this evil thoughts an' deeds o's life cam' an' whispert in 's ears, an' da'nced about an' shootet out the secret things o's ain heart". Crossley-Holland is rightly respectful of them. But when he was during enough to strip them of their expressive dialect, it was perhaps a mistake to let that respect tie his own tongue.

Authentic voices

The Dead Moon and Other Tales from East Anglia and the Fen Country. By Kevin Crossley-Holland. Illustrated by Shirley Fells. Andre Deutsch £5.95. 0 233 97478 4.

One Thousand and One Arabian Nights. By Geraldine McCaughrean. Illustrated by Stephen Levis. Oxford University Press £7.95. 0 19 274530 1.

A Book of Heroes and Heroines. By Ruth Manning-Sanders. Illustrated by Robin Jacques. Methuen £4.95. 0 416 89310 4.

apart from anything else, the stories have already been better served in this way by Joseph Jacobs and Alan Garner.

The refusal to overlay his voice on the original - in theory an admirable decision - in fact impoverishes the stories. Take "Tiddy Mun", for instance, the one tale neither Jacobs nor Garner used. In the original, we read that "tha thatch fell in, an' the walls burst out, an' all an' anders went arsy-arsy". Though this is wonderful, it clearly won't do. But instead of supplying something else as good - which is within his considerable powers - Crossley-Holland replaces it with a sort of empty copy, superficially similar but short of its essential rhythm: "Thatched roofs fell in, walls burst at the seams, and everything was arsy-arsy". Elsewhere he manages better - keeping, for instance, in that account of mental horrors, the threatening accumulation of sound in "danced about and shouted out" - but though the results are not bad, they represent solely loss from the original, whereas in the other stories there are gains as well. But to drain the potency from these tales would be as hard as draining the lens, and it would take harsher treatment than this to prevent them creeping limply into the Tiddy Mun, into their reader's head. Once there, they will not leave.

If the horror of the Fenland tales poses a problem to a writer recasting them for children (even though "The Dead Moon" was actually related to Mrs Balfour by a nine-year-old girl who relished its morbid tone), the stories in *The Thousand and One Nights* are even less amenable to nursery standards. Here it is not so much a question of abating or reducing the dominant mood, but of replacing it altogether. For the Arabian tales are a shamelessly erotic collection: the relations of the sexes are its overmastering concern. "Acceptable" stories dwelling on less earthy wonders can be extracted from the whole, but not without supplying a new context.

Geraldine McCaughrean's response to this problem has been to substitute loneliness, guilt and fear for King Shahrivar's original erotic obsession, explaining that after he had executed his wife for infidelity,

when others were asleep, "the black tent of night flapped around his heart. The creases of the empty pillow beside his head made faces at him, and the faces reminded him of his wife." This is a quite brilliant device, allowing the author to develop the relationship between Shahrivar and the storytelling Shahrazad with subtlety and honour. In extended passages between the stories she builds up considerable tension as she shows the King fighting his own emotions: "Through the windows of his eyes, Shahrazad saw King Shahrivar's heart turn away and dress itself in the hard armour of hate, and she was afraid for her life." No other children's version of the *1001 Nights* I know makes such convincing sense of this central question of the feeling between storyteller and listener. In addition, Geraldine McCaughrean provides in her prose an opulence of language, extravagance of image and vigour of expression to rival the voluptuous sensuality of the original. She chooses well-known stories - Aladdin, Sinbad - but also some overlooked ones, such as the Arabian Cinderella, "The Tale of the Ankler", and a number of the very funniest short tales: "The Everlasting Shoes", "The Price of Cucumbers", "The Wonderful Bag".

Ruth Manning-Sanders' *A Book of Heroes and Heroines* is the late volume in a long-running, dependable series. Her unvarnished style does preserve some of the idiom of direct quality of oral storytelling and her choice of stories is always interesting. Here we have, for instance, the English "Dick in Spot land" which, despite some literary touches, is a strong, funny, shrewd narrative; and the excellent "Ja and his Master" from Ireland: one of those tales in which a likely lad is sent to a giant to fulfill impossible tasks. The first, casting objects behind the which form huge obstacles to a pursuer; here, a three-cornered pie becomes a mountain into through which "the big dark man must back his way with 'gump der, crowbars, spades and axes'". The usefulness of this would be much enhanced by a list of sources.

Neil Ph

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continued on following page

EXTRA

Flights of fancy

The Witch, the Carpet and the Boonsh. By Janet Smith. Kestrel Books £4.95.
A Bad Spell for the Worst Witch. By Jill Murphy. Kestrel Books £4.50.

Witches are a gift for modern authors. Women who can fly and have magic at their disposal are a strong image in any adventure story. Their evil reputation, say feminists, is a patriarchal device for repressing early liberated females; but really nice witches are still hard to find in story books. Authors tend to make them crabby and at the very least unpredictable.

Ms Smith's witch is both of these and absent-minded as well. She tends to get her spells mixed up with her Creative Cookery recipes and accidentally sends her magic carpet - with the latest "built-in" speech circuits - into the twentieth century where he embroils Melanie, Charlie and Tiger in their clash of wills. Ms Smith has no inhibitions about historical or even pre-historical accuracy. She moves effortlessly from one time to another, from one genre to another and through seemingly incompatible images.

During the course of their adventure

our heroes meet dinosaurs on training programmes, dial-a-spell-o-phones and Boomshes - a charm which takes them back in time. But only adults will balk at this spicy dish. Children will willingly and breathlessly follow her flights of fancy. The pace is fast but they'll gleefully stick with her.

A Bad Spell for the Worst Witch could do with a little more of this spice. Ms Murphy's second Worst Witch book, it is based on a wonderful idea - an academy for young witches where Mildred Hubble and her friends Maud and Enid learn their craft. But the style and the storyline is essentially English public school all-gels-together. Mildred is the unacademic heroine with her heart in the right place; Ethel is the school creep; Miss Harbroom is the severe teacher who applauds Ethel and harrows Mildred; Miss Cackle is the too-soft headmistress. The difference, of course, is that they are all witches and, instead of walking, ride on broomsticks and, instead of making apple-pie beds, they turn each other into frogs; the chapters in which Mildred is a frog are the best in the book. But the stories need a pinch more imagination really to take off.

Carolyn O'Grady

Continued from previous page

ways fairly close to those of the young Jamie Brown. If the story line is fiction, the excitement of banking, and speeding along the track, the thrill of winning, the anguish of losing, the dedication that sometimes requires him to stay up most of the night repainting and cleaning his bike are all real enough. Neil's enthusiasm is such that even the dedicated bike-hater begins to find the most technical information about his Ducati fascinating.

Jamie Brown is enjoying his new role. Since the publication of *Superbike* he has visited many schools and been spurred by the response of readers and librarians to extracts to try his hand again. He is delighted by questions which demonstrate a fascination with the story and characters; readers of his adult books tend to be more self-aware, the

products - like himself - of university literature courses which he regards as too clinical, too analytical. He prefers the straightforward communication, the sharing of emotions which he has found among groups of children. No doubt they will be looking forward to his next book, which is likely to be about a young newspaper editor who goes against his town and rocks the whole community or possibly about a girl who discovers motorized hang-gliding.

Jamie Brown is an amiable, anglophile, Montreal-sophisticate. It is hard to believe his description of his ancestors (who can be traced all the way back to England) as "a fine old family of rebels and half-arses". The rebelling of a challenge, even of danger, is still there though, in his choice of subjects.

Superbike is published by Heinemann at £4.95.

The following list of "extras" are planned for 1983

Jan

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Nov

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Battle-hard

Beowulf. A Version by Kevin Crossley-Holland. Illustrated by Charles Keating. Oxford University Press £4.50. 0 19 279770 0

It was the opinion of Brother Cops, the eponymous hero of Quiller-Couch's novel of 1911, and of O himself, that *Beowulf* is "no rugged national epic at all, but a blown-out bag of bookishness". Fortunately for most of us, the original Old English text has attracted the active enthusiasm not only of the pure scholar but also of poets from William Morris in the 1890s to David Wright with his splendidly resonant prose translation first published in 1957.

Yet another poet, Kevin Crossley-Holland, with his existing translation of 1968, together with his work on *The Battle of Maldon* and the riddles from *The Exeter Book*, comes well-equipped for the daunting task of boiling down 3,200 lines of verse to a prose text of something around 8,000 words and aimed at the younger reader. The result, combined with Charles Keating's opulently suggestive, sometimes stately, sometimes spidery black and white illustrations, is a triumph.

Crossley-Holland has arranged the narrative in half-a-dozen sections, rather in the manner of Ted Hughes, who described his *The Iron Man*, helpfully, as "A Story in Five Nights". Similarly, this version of *Beowulf* is ideal for reading aloud, and the alliteration - nicely judged and great fun to speak - accompanies the story like a discreetly well-played set of tympani: "One man climbed on to another's shoulders, just inside the great door, and by guttering candlelight secured Grendel's grasp, blood-stained and battle-hardened, under the gable."

The tale, as befits its nature and origin, fairly drips with blood, violence and horror, and such moments of grey comedy rendered here as



from Keating's Beowulf

"there is honour amongst monsters as there is honour amongst men" are rare. Nevertheless, so skillfully is this great poem presented in truncated form that little or nothing is lost of its powerful affirmation of how gloriously mortal man may act, or of what the human spirit is capable, even when bereft of hope. Re-reading this heroic epic, it seems to me more than ever a tract for the times than when it was first composed a thousand years ago.

This brings me to two complaints. The names of many of the characters in the drama are, to the non

Anglo-Saxon scholar, of such jaw-cracking construction that a guide to their pronunciation would be welcome. More importantly: absolutely no indication is given (particularly to the reader who comes across this magnificent story for the first time) that it is anything other than an original piece of work by Crossley-Holland. This breaks, surely, one of the most sacred of educational precepts: *Feed the Lambs*. Q, I'm fairly certain, would at least agree with that.

Charles Causley

Sweet and sour

Given the quality of picture books nowadays, it is surprising when the limited texts reveal less thought and care. But *Rain* by Peter Spier (Collins £3.50) has no text at all. It is a generous talkabout book in pencil and watercolour. It traces two children from the start of a downpour, into their boots and off for a walk - with plenty of canoes, cats under porches, glistering spiders' webs, overflowing gutters, hot baths and lights out. It is neither twice nor overworked and should provide a sensible bedside chat.

Errol Lloyd does much the same in *Night Bedtime* (Bodley Head £3.50), but on a smaller scale. There is a minimal text, though the wax pasted pictures all look somewhat blurry; but of all the many bedtime-ritual books, this one presents a black child and her family and it is welcome for that. *Battles in the Bath* by Peter Pavey (Hamish Hamilton £4.50) follows a ritual of a different kind and is aimed at more sophisticated tastes. This book traces strange metamorphoses of bath-time ducks and frogs. Their heads are transformed into lions, pigs, cats, elephants and sepulchral monsters. The bathroom becomes a primeval jungle. No doubt Mr Pavey's ancestors are Messrs Lewis Carroll and Jung. The book has a frightening, fascination - a rather repulsive charm.

A very early reader - and Innocence itself - is Judy Taylor's *Sophie and Jack*, illustrated by Susan Cantner (Bodley Head £3.95). Ms Taylor's text is just 70 words long - but ably chosen; it complements well the simple illustrations about Hippopotamuses "hide-and-seek; Home-Sweet-Home; Beowulf-Head £4.50) by Maureen Rodley is more adventuresome in style. There are cut-out holes for each animal's house; it looks like a cut through the door of the house; turn over the page, and you find it's a dog, with the cat looking guinnally in. This is a witty,

original book and is bound to prove popular with a beginner. Both pictures and text are clear and bold. As for standard early readers, Bodley Head and World's Work provide similar types of fare. Roughly 60 pages long, "Bodley Beginners" and "I Can Read" books are often usefully split into chapters. Print is well spaced and content is simple - although it is a pity that "a" and "g" never look like anything written by hand. "I Can Read" have produced two elephant books, of which Arnold Lobel's *Unleash Elephant* (World's Work £4.50) is undoubtedly the best. It's a whimsical tale of a kindly uncle who comes to look after a lonely youngster. The Leo and Emily books by Franz Brandenburg (Bodley Head £3.25-£3.75) are quirky and entertaining. Mostly written as conversation, they tell of Leo's original schemes for making money or collecting magic. Both series use two-colour illustrations and both are most successful when limited action is concentrated into short, sharp lines.

Illustrations, animals remain the major source of inspiration. *Who Sank the Boat?* by Pamela Allen (Hamish Hamilton £4.75) is bound to be highly popular. "A cow, a donkey, a sheep, a pig and a tiny little mouse" cram one by one into the boat. There follows the ritual last straw routine as the small boat's timbers sink slowly down. The grotesque illustrations are hilarious - the cow with udders all a-jangle in agonies of anticipation.

Long Neck and Thunderfoot by Helen Piers and Michael Foreman (Kestrel £5.25) adopts the fashionable trend of terrifying monsters. Each of these creatures is frightened of the other: A fine idea for the mind of children obsessed by dinosaurs; its "wicked" pictures are witty in spite of the murky blues and greens that predominate. But the text is not especially deftly told.

One book that certainly loses direction is *Babel's Tower* by Cole's *Beware of the Vet* (Hamish Hamilton £4.75). Clearly Miss Cole has an almost Thelwellian knack of animating animals and people. Her pictures are splendidly crammed with energy; anarchy reigns supreme. But again the text is clumsily conceived. It tells of a vet who takes the wrong tablets and ends up growing horns. Where the pictures are witty, the words obtrude as plodding, excessive and confused.

The same could be said of Brian Wildsmith's *Bear's Adventures* (Oxford £2.50 softcover). This is predictable fare. A bear in a balloon comes down in a city and meets all sorts of extraordinary people before he escapes to the mountainside. In his usual distinctive, colourful style, Mr Wildsmith creates gorgeous pages of baroquequadrangle: a fancy dress carnival, a bear on a motorcycle (the cyclist dressed like a marzipan whirl), a jazz group playing a wild fandango. The intention is clear. The text is merely a stage for the patterns of ravishing blinks. The effect is that of the wordless *Circus*, which the author produced over 10 years ago.

Back among the innocents, Judith Caseley has illustrated the Garden of Eden (Abelard £4.95). A lavish, spectacular, this garden is quite as exotic as anyone could wish. Sleek black panthers lie down with the rabbit; dazzling flowers and gaudy birds create an exquisite mosaic. The text is a simple adaptation of Genesis. This is a lovely book indeed. And if it is too rich for some child's palate, the sticklebacks, cartoon-faced St Francis will appeal in *Row St Francis Tamed the Wolf* (Bodley Head £4.50). No sophisticated here. The scrappy long-legged wolf would be at home in the pages of *Beano*. But on its own terms the story works well, with a clear text, clearly told.

Peter Fanning

RESOURCES

One-eyed magician?

Pat Porter on "Cyclops"

"It's magic", or "Ooooh", were typical initial responses from children when first introduced to Cyclops. As a teacher I shared these feelings but being older and wiser it took me some time to overcome my inhibitions about this seemingly complex equipment whereas the children took to it immediately.

Cyclops, so named because in its initial development there was one

ground can create teaching programmes. The finished product, text and sound, is stored on an ordinary audiocassette and can be replayed at any time. It also has a light pen facility which allows children to interact with the programme by writing on the screen and these responses can be recorded.

There are two main ways in which programmes can be made: "the main studio" and "the mini studio".

The main studio uses a microcomputer to store information created in various ways. Pictures and text can be made using the sketch mode, the video mode, a graphics pack or by typing on a keyboard. There are facilities for using six colours as well as black and white. Visuals created can then be edited together to form a storyboard effect and with the addition of a commentary the teaching programme is complete. After a few training sessions on how to use the main studio it became quite easy to create quite complex programmes with no technical knowledge. The main studio is at present based at the OU.

The mini studio is the equipment used in the classroom. It consists of a television, a keyboard, light pen, tape recorder and Cyclops box. Tapes made in the main studio can be replayed on the mini studio. Simple programmes can also be made though it does not have the full range of the main studio. These programmes can be created very

quickly. The combination of sketch and text allows line drawings, written script and typed script to be used together.

To create the drawings you set the tape recorder recording levels and then draw directly on the screen with the light pen. The length of time taken to create the programme depends on skills of drawing and typing. These visuals are then recorded simultaneously with an audio track ready for replay at any time.

So much for what Cyclops is, but why use it?

In answer all I can do is explain how and why I use it. My group of children all have severe learning problems. Children with an attention span normally measured in seconds will watch programmes lasting minutes and then want to repeat the programmes again and again. The combination of colour, light, sound and text are attention getting

and motivating. It is important for the teacher to have control over the pacing of the tapes, what words are used on the sound track and the way information is presented, as they know what the children need, how much they can do at one time and what level of information to aim at. Another advantage is that Cyclops never gets tired or irritable or loses patience with the children and any writing they do on the screen can be eradicated completely.

Cyclops is fascinating for teachers as well as children. If teachers can use a tape recorder they can use Cyclops. Once the recording levels are set it is just a matter of deciding how best to present the materials. Programmes can be created in minutes. I use the mini studio to create programmes in answer to the specific difficulties of individual children. When that point has been learnt the tape can be reused for another problem.

Simple programmes can be created on Cyclops in minutes - I have made a simple writing skills programme in five minutes - more complex programmes take longer, of course, but can be created in much less time than on a micro. Also, technically naive teachers can create programmes - and most teachers know as little about computers as I do.

Cyclops is still being developed, and, at present, for school use, there are several inconveniences.



Input from the TV camera with annotation from the keyboard

There are two main leads and plugs: the screen needs angling to facilitate writing on it, the light pen needs modification as it is difficult to hold at present and the cost of the system needs to be brought within the realm of school finances. One solution to many of these problems would be to put Cyclops on to a microchip and add it to an existing computer. This would eliminate the problem with leads and greatly reduce the cost.

The research team at the Open University are confident that these changes can be made.

Cyclops is now being developed as a ROM (an add-on microchip) for the BBC micro and it is hoped that it will be available this year. Pat Porter is also negotiating for a grant from MEP to create teaching materials to accompany this ROM.

A free-hand sketch

television screen surrounded by a complex assortment of leads, is a versatile graphics system being used at the Open University to help with distance teaching. Pictures and sound can be sent simultaneously along telephone lines and tutor and student can communicate by writing on the screen with a light pen. Ignoring its distance teaching potential, it is a system by which teachers with no technical back-

Drum machine

by Andrew Peggie

The Kit (integrated electronic drum machine). Atlantec Music Ltd 1 Wallace Way, Hitchin, Herts, SG4 0SE

Perhaps the real reason for producing electronic gadgets that accurately reproduce the sounds of a drum kit, timpani and hand claps is because it is possible to do it. Percussionists might indeed complain and ask what is wrong with the real thing, but such considerations really no longer apply in the face of rampant technology.

The Kit and its accessories are definitely not rhythm boxes, however. They have to be played (that is, tapped) and as such are subject to the limitations of the player's rhythmic skills. But they do not require the relatively sophisticated physical coordination necessary for wielding

drumsticks. This opens up a number of potential applications in the educational field, and perhaps more importantly, in music making with physical handicaps. There are also recording implications - drums until now being the last remaining instrument not capable of electronic "direct injection" into a tape recorder.

The main unit is a flat box, less than a foot square, on which is displayed four circular touch sensitive pads, representing snare drum, two tom toms and bass drum. The hi-hat consists of two smaller brass discs (one for open and one for closed sounds), and a single cymbal is similarly operated. These are spring-loaded microswitches and as such are not amenable to rhythmic accents with varying impact velocity, as are the drum pads. There are volume controls for each unit, plus a

tone control for the cymbal. The hi-hat can actually be operated automatically, giving a variety of common 4/4 and 3/4 beating patterns, with variable tempo control. The device is battery powered (but includes a 9 volt power input), and it requires connection to a suitable amplifier and speaker system for operation, thus negating somewhat the advantages of compactness.

The quality of sound is directly dependent upon this, and with a high quality system (Roland Jazz Chorus 120) the drum sound was indeed remarkable. Even with more rough and ready school equipment, children preferred the sound to the real state of most school drum kits, it was hardly surprising. The cymbal is the least successful - difficult to control (impossible to damp) and difficult to balance with the rest of

the kit. There are separate outputs for each element, for recording purposes, and trigger outputs for accessories.

A number of preset controls, recessed into the back, effect changes in pad sensitivity, drum "ring" and decay, cymbal pitch and decay and snare noise. The Kit cannot be tuned, as can acoustic drums, but its preset pitches are accurate and convincing. While its layout, approximating to that of a real drum kit, seems suitable for most uses, it is perhaps not the best, cybernetically. The device is rather too small for anything but the most basic two-handed work (cymbal discs in particular are very easy to miss), but rather too large for comfortable one-handed finger work. In other words, while perfect percussion technique is not a playing prerequisite, one does need to acquire considerable digital and wrist technique to give it an acceptable performing capacity. Nevertheless, where lack of coordination, either through lack

More for the micro

This week the BBC launched the second stage of their computer education project with a preview of the new series, *Making the Most of the Micro* and a demonstration of telesoftware.

The new series will be more specialized than the first, aimed at people who own microcomputers or who are about to take the plunge. It includes programmes on programming in BASIC, databases, graphics, other computer languages, and computer control and network systems.

The special teletext receiver for telesoftware will be ready in March from Acorn Computers, manufacturers of the BBC micro. The BBC have already been involved in a project with Brighton Polytechnic investigating possibilities for tele-software in secondary schools, and have now embarked on a project with primary schools.

Another television series, *Micros in Education*, designed for teachers will start on February 14 1983. *Making the Most of the Micro* will be broadcast on Monday afternoons at 3.30pm on BBC2, on Monday nights at 11.35pm on BBC1, and on Sunday afternoons at 12.35.

Charitable status

How to register as a charity and the financial benefits of being one are described in straightforward jargon-free language in a new handbook *Charitable Status*. With around 1,700 new charities being set up each year, it also covers the legal duties of running one; particularly what is allowed in the areas of political campaigning and trading. There are also details of the latest tax relief exemptions.

The authors are Andrew Phillips who is a solicitor specializing in advice to charities and Keith Smith, a consultant with Inter-Action, itself a charity concerned with community arts.

A similar handbook on Consumer Law has been produced by the National Federation of Consumer Groups. This is packed with useful information on the customer's rights. *Charitable Status - A Practical Handbook* £3.95 from bookshops or £4.50 from the publishers, Inter-Action Imprint, 15 Wilkin Street, London NW5.

A handbook of Consumer Law, published by Imprint in conjunction with the Consumers' Association and Hodder and Stoughton, £3.95 from bookshops or £4.50 from Imprint.

ATLAS ROBOTIC SYSTEM

THE UNIQUE ATLAS ROBOTIC SYSTEM...
EASY GENERATION OF OPERATION SEQUENCES FROM THE ROBOTIC CONTROL PAD SUPPLIED OR FROM ANY EXTERNAL COMPUTER.

THE SUPERB ATLAS ROBOT REPRESENTS A NEW CONCEPT IN ROBOTICS...
EASY TO USE...
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EASY TO OPERATE...
EASY TO LEARN...

L.J. ELECTRONICS LTD.
FRANKLIN WAY, BORTHOLME, ESTATE, NORWICH, NRS 14 1AA. TEL: 0693 786012. TELEX: 930000.

41

THORNE MARSHLAND
13 MIDDLE SCHOOL
Marshland Road,
Fairlands, Doncaster DN8
5PQ

Required for Easter
23 or 24 soon an exami-
nation. H.T.A.I. Group 6
11.682 - £12,859.

Application forms and
other details are avail-
able from the Director of
Education. Principals,
Doncaster DNI SEP to
whom they should be re-
turned by 28th January
U3. (158841) 120010

LING
 ANDON HOROUGH
 Section 56140
 HAM'S ET VOLUNTARY
 IED MIDDLE SCHOOL
 Field Lane Smith,
 Concord, Middlesex 0186
 R: 180
 Smith and versatile
 AUTEACHER, required for

Applicants should be community members of the Church of England.
Group 4 salary plus £254 London Allowance Payable.
Relocation expenses may be payable.
Application forms (SAE) and further details from Rev. Mary, Clifford Lane, Watlington, Oxfordshire OX12 9LQ, to be returned by 28th January 1983. (595121/20910)

**NORTHAMPTON DISTON
MILLWAY MIDDLE
SCHOOL**
(Millway, Huston
Northampton NN5 6ES)

Applications are invited
from suitable experienced
primary teachers for the post of
Head of Millway Middle School
with effect from 1 September
1984.

Millway Middle School
is a Group 6, 0 - 13 age
range school, with 377
pupils on roll currently.

Further details and appli-
cation forms can be obtained
from County Education
Officer (Inf 11X), North-
ampton NN5 6LH. North-
ampton NN5 6LH.

Closing date 10 days af-
ter the appearance of this
advertisement. 8.00 p.m.
please. 1553581

2 A 5

RREY
TY COUNCIL

available.
in approved cases.
"Vacancy List" available on

983 for this Group 5 Middle
ra, NOR 230.
a.
members of the Church of
details from Clerk to the
Tree Cottage, Middle Hill,
N.S. (see please)

RREY

ALLOWANCE £231 pa
available in approved cases.
liable.
ncy List' available on request

LEADSHIP

(ED)

and for April 1983 or as soon

£8,163 to £10,170 p.a.
Church of England preferred.
Details from Area Education
Reigate, Surrey (see please).

Everything else being equal, preference will be given to East Sussex trained or East Sussex grant aided students, particularly those who are able to offer the following in addition to general teaching:

French, Music and Science in the junior/middle age range.

Music in the Infant range.

Application forms together with full details available from the County Education Officer, P.O. Box 4, County Hall, St. Annas Crescent, Lewes, BN7 1SG, to whom they should be returned by 18th February.

Students seeking posts in Secondary Schools should apply for specific vacancies which are advertised in *The Times Educational Supplement*.

BIRMINGHAM
CITY COUNCIL

**TAMESIDE
METROPOLITAN
BOROUGH**

**SCHOOL'S SUPPORT
SERVICE
LANGUAGE AND ARTS
SECTION**

**ASSISTANT TEACHER
SCALE 3**

Required from May.
1983.

**KIRKLEES
METROPOLITAN COUNCIL
DIRECTORATE OF
PERSONAL SERVICES
BATTERY REMEDIAL**

Application forms and funds for details available from Director of Education (Staffing Section), Office of Education, Lytle Road, Ashton-under-Lyne Old, to whom they should be returned by 31st January, 1983. Ref: TE 2237/TEB. (59685) 0020

FRINGE AREA LONDON ALLOWANCE £231 pa
THROUGHOUT THE COUNTY
Generous Relocation Assistance available in approved cases.
Temporary Housing may be available.
Complete 'Surrey Teaching Vacancy List' available on request
(see please).

as possible, thereafter, for this Group 5 School for pupils aged 8-12. NOR 342. Salary scale £8,163 to £10,170 p.a. Communicant member of the Church of England preferred. Application form and further details from Area Education Officer, 123 Blackborough Road, Reigate, Surrey (see please). Closing date 26 January, 1983.

HEADSHIPS

THE CRESTWOOD SCHOOL

(12-16 co-ed. comp. 1987 on roll: Group 11)
This well established school has a good academic tradition and a flourishing sixth form.

THE DORMSTON SCHOOL

(12-16 co-ed. comp. 1986 on roll: Group 10)
This school serves a residential area in the north of the Borough and has a proven record of academic success.

THE HOLLY HALL SCHOOL

(12-16 co-ed. comp. 1986 on roll: Group 9)
This attractively situated school has modern buildings and serves a diverse community.

Application forms/details (on receipt of s.a.e.) from and returnable to: The Director of Education, 2 St James's Road, Dudley, West Midlands DY1 1JQ. Closing date for all posts: Monday 31st January. (Re-advertisements)

DUDLEY

Metropolitan Borough

DORSET

Applications are invited for the following Headships:
BROADWAY (11-16) COMPREHENSIVE SCHOOL, Broadway, Weymouth (Group 10)
To be established on the reorganisation of education in the area in September 1985, and for the Headship in the Interregnum of Broadway County (11-16) Modern School (Group 10) which becomes vacant on 1 September, 1983.

ALL SAINTS, CHURCH OF ENGLAND VSA (11-16) COMPREHENSIVE, Wyke Regle, Weymouth (Group 9)
To be established on the reorganisation of education in the area in September 1985, and for the Headship in the Interregnum of All Saints Church of England VSA (11-16) Modern School (Group 8) which becomes vacant on 1 September, 1983. Applicants should be communicant members of the Church of England.

For further details and application forms (to be returned by 4 February) send foolscap SAE to the Education Staffing Officer, County Hall, Dorchester, Dorset, DT1 1XJ.

NORTH YORKSHIRE COUNTY COUNCIL

ST AIDAN'S CE (AIDED) HIGH SCHOOL, HARROGATE (GROUP 12)

The Governors invite applications from suitably qualified practising communicant members of the Church of England for appointment as

HEAD

of this voluntary aided co-educational comprehensive school for pupils aged 11-18.
The appointment will take effect from 1 September, 1983.

There are approximately 1,380 pupils on roll, of whom about 235 are sixth formers, the sixth form being organised in association with the St John Fisher RC High School, Harrogate.

Further details and application forms available (see please) from the County Education Officer, Room 143, County Hall, Northallerton, DL7 8AE to whom completed applications should be returned by 31 January, 1983.

EDUCATION DEPARTMENT

Tonbridge and Malling Division

Tonbridge Hillview Secondary School for Girls
Deakin Lane, Pembury Road
Tonbridge, TN9 2LR

HEADTEACHER

required for this Group 8 Girls Secondary School (370 pupils aged 11-18) with a small sixth form. The appointment will be for the autumn term, 1983.

Further details and application form available from The Divisional Education Officer, 123 High Street, West Malling, Kent.
Closing date: 28.1.83.

KENT COUNTY COUNCIL

MIDDLE SCHOOL continued

Deputy Headships

Second Masters/Mistresses

HAMPSHIRE
SOMERSET TOWN MIDDLE SCHOOL
Somerset Road, Southsea, Hants RG5 2AA.
Required for commencement of Summer Term 1983. Deputy Head, Group 4, and Headteacher for details and application forms. Closing date 12.01.83 (1983e)

By Subject Classification

English

Scale 2 Posts and above

OXFORDSHIRE

COUNTY COUNCIL
WESLEY GREEN MIDDLE SCHOOL
Wesley Green, Blackbird Leys, Oxford OX4 2EP.
Required for Easter 1983, an experienced teacher to lead a team of 12-16 year olds. The school is a voluntary aided school. Responsibility for the curriculum will also be shared with the Headteacher. Details of the post available on receipt of s.a.e. to the Headteacher, Wesley Green Middle School, Wesley Green, Blackbird Leys, Oxford OX4 2EP. Closing date 15.01.83 (1983e)

Mathematics

Scale 2 Posts and above

EAST SUSSEX
Proposals are under consideration for the re-organisation of schools in the Brighton and Hove area from 1985, on the basis of transfer of secondary education at 11+ rather than the present 13+.

GOLDEN MIDDLE SCHOOL
Selham Drive, Brighton BN1 2EL.
Required for April, experienced teacher to lead a team of 12-16 year olds. The school is a voluntary aided school. Details of the post available on receipt of s.a.e. to the Headteacher, Golden Middle School, Selham Drive, Brighton BN1 2EL. Closing date 15.01.83 (1983e)

HAMPSHIRE
WESTMOUTH MIDDLE SCHOOL
Westmouthe Road, Portsmouth PO6 4JL.
Required for September 1983, an experienced teacher to lead a team of 12-16 year olds. The school is a voluntary aided school. Details of the post available on receipt of s.a.e. to the Headteacher, Westmouthe Road, Portsmouth PO6 4JL. Closing date 15.01.83 (1983e)

HEADSHIPS

Bungay High School
Group 10. Ages 9-13.
Applications are invited from suitably qualified and experienced teachers for the post of Head of the above-named Mixed Comprehensive School. The number on roll in September 1983 was 827, including a current Sixth Form of 116.

Bungay is an attractive historic market town situated in the Waveney valley in North Suffolk, approximately 16 miles west of the industrial, fishing and resort town of Lowestoft.
Closing date: 4th February, 1983.

Hardwick Middle School, Bury St. Edmunds
Group 7. Ages 9-13.
Number on roll: 574.

Applications are invited from suitably qualified and experienced teachers for the Headship of this 13 Middle School. The school was purpose-built six years ago and draws pupils from part of the town of Bury St. Edmunds and from surrounding villages.
Closing date: 28th January, 1983.

Both posts become vacant from the beginning of the Autumn Term 1983.
Further details and application forms are available from the County Education Officer, Grimsby Road, Ipswich, IP4 1LJ (s.a.e. please).

Suffolk County Council

Music

Scale 2 Posts and above

HAMPSHIRE

ABBOTSWOOD MIDDLE SCHOOL
Abbotswood Road, Totton, Nr. Southampton SO40 1AA.
Required for September 1983, an experienced teacher to lead a team of 12-16 year olds. The school is a voluntary aided school. Details of the post available on receipt of s.a.e. to the Headteacher, Abbotswood Road, Totton, Nr. Southampton SO40 1AA. Closing date 15.01.83 (1983e)

Science

Scale 1 Posts

BRADFORD

CITY OF BRADFORD
HEATON MIDDLE SCHOOL
Heaton Road, Bradford BD7 1JL.
Required for September 1983, an experienced teacher to lead a team of 12-16 year olds. The school is a voluntary aided school. Details of the post available on receipt of s.a.e. to the Headteacher, Heaton Road, Bradford BD7 1JL. Closing date 15.01.83 (1983e)

Scale 1 Posts

BUCKINGHAMSHIRE

ST. MARY'S CE (AIDED) MIDDLE SCHOOL
King George Crescent, Stony Stratford, Bucks MK12 9JL.
Required for September 1983, an experienced teacher to lead a team of 12-16 year olds. The school is a voluntary aided school. Details of the post available on receipt of s.a.e. to the Headteacher, King George Crescent, Stony Stratford, Bucks MK12 9JL. Closing date 15.01.83 (1983e)

Technical Studies

Scale 1 Posts

NOTTINGHAMSHIRE

BULL FARM MIDDLE SCHOOL
Nottingham Road, Mansfield NG19 2JL.
Required for September 1983, an experienced teacher to lead a team of 12-16 year olds. The school is a voluntary aided school. Details of the post available on receipt of s.a.e. to the Headteacher, Nottingham Road, Mansfield NG19 2JL. Closing date 15.01.83 (1983e)

RE-ADVERTISEMENT

For Easter, or earlier if possible, teacher (Grade 1) of Craft, Design and Technology. The school is a voluntary aided school. Details of the post available on receipt of s.a.e. to the Headteacher, Nottingham Road, Mansfield NG19 2JL. Closing date 15.01.83 (1983e)

SURREY

EDUCATION COMMITTEE
MIDDLE SCHOOL
Highwater Road, Epsom, Surrey E15 2JL.
Required for September 1983, an experienced teacher to lead a team of 12-16 year olds. The school is a voluntary aided school. Details of the post available on receipt of s.a.e. to the Headteacher, Highwater Road, Epsom, Surrey E15 2JL. Closing date 15.01.83 (1983e)

HEADSHIPS

Bungay High School
Group 10. Ages 9-13.
Applications are invited from suitably qualified and experienced teachers for the post of Head of the above-named Mixed Comprehensive School. The number on roll in September 1983 was 827, including a current Sixth Form of 116.

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Closing date: 4th February, 1983.

Hardwick Middle School, Bury St. Edmunds
Group 7. Ages 9-13.
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Closing date: 28th January, 1983.

Both posts become vacant from the beginning of the Autumn Term 1983.
Further details and application forms are available from the County Education Officer, Grimsby Road, Ipswich, IP4 1LJ (s.a.e. please).

Suffolk County Council

Other than by Subject Classification

Heads of Department

SOMERSET

HIGH NEXIN MIDDLE SCHOOL
High Nexin, Glastonbury, Somerset BA4 5JL.
Required for September 1983, an experienced teacher to lead a team of 12-16 year olds. The school is a voluntary aided school. Details of the post available on receipt of s.a.e. to the Headteacher, High Nexin, Glastonbury, Somerset BA4 5JL. Closing date 15.01.83 (1983e)

Scale 2 Posts and above

HAMPSHIRE

WESTON PARK MIDDLE SCHOOL
Weston Park, Southampton SO4 1AA.
Required for September 1983, an experienced teacher to lead a team of 12-16 year olds. The school is a voluntary aided school. Details of the post available on receipt of s.a.e. to the Headteacher, Weston Park, Southampton SO4 1AA. Closing date 15.01.83 (1983e)

Scale 1 Posts

BUCKINGHAMSHIRE

ST. MARY'S CE (AIDED) MIDDLE SCHOOL
King George Crescent, Stony Stratford, Bucks MK12 9JL.
Required for September 1983, an experienced teacher to lead a team of 12-16 year olds. The school is a voluntary aided school. Details of the post available on receipt of s.a.e. to the Headteacher, King George Crescent, Stony Stratford, Bucks MK12 9JL. Closing date 15.01.83 (1983e)

Scale 1 Posts

NOTTINGHAMSHIRE

BULL FARM MIDDLE SCHOOL
Nottingham Road, Mansfield NG19 2JL.
Required for September 1983, an experienced teacher to lead a team of 12-16 year olds. The school is a voluntary aided school. Details of the post available on receipt of s.a.e. to the Headteacher, Nottingham Road, Mansfield NG19 2JL. Closing date 15.01.83 (1983e)

RE-ADVERTISEMENT

For Easter, or earlier if possible, teacher (Grade 1) of Craft, Design and Technology. The school is a voluntary aided school. Details of the post available on receipt of s.a.e. to the Headteacher, Nottingham Road, Mansfield NG19 2JL. Closing date 15.01.83 (1983e)

SURREY

EDUCATION COMMITTEE
MIDDLE SCHOOL
Highwater Road, Epsom, Surrey E15 2JL.
Required for September 1983, an experienced teacher to lead a team of 12-16 year olds. The school is a voluntary aided school. Details of the post available on receipt of s.a.e. to the Headteacher, Highwater Road, Epsom, Surrey E15 2JL. Closing date 15.01.83 (1983e)

HEADSHIPS

Bungay High School
Group 10. Ages 9-13.
Applications are invited from suitably qualified and experienced teachers for the post of Head of the above-named Mixed Comprehensive School. The number on roll in September 1983 was 827, including a current Sixth Form of 116.

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Closing date: 4th February, 1983.

Hardwick Middle School, Bury St. Edmunds
Group 7. Ages 9-13.
Number on roll: 574.

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Closing date: 28th January, 1983.

Both posts become vacant from the beginning of the Autumn Term 1983.
Further details and application forms are available from the County Education Officer, Grimsby Road, Ipswich, IP4 1LJ (s.a.e. please).

Suffolk County Council

SURREY

EDUCATION COMMITTEE
MIDDLE SCHOOL
Highwater Road, Epsom, Surrey E15 2JL.
Required for September 1983, an experienced teacher to lead a team of 12-16 year olds. The school is a voluntary aided school. Details of the post available on receipt of s.a.e. to the Headteacher, Highwater Road, Epsom, Surrey E15 2JL. Closing date 15.01.83 (1983e)

WILTSHIRE

THE EASTERN HILLS MIDDLE SCHOOL
The Eastern Hills, Salisbury, Wiltshire SP1 1JL.
Required for September 1983, an experienced teacher to lead a team of 12-16 year olds. The school is a voluntary aided school. Details of the post available on receipt of s.a.e. to the Headteacher, The Eastern Hills, Salisbury, Wiltshire SP1 1JL. Closing date 15.01.83 (1983e)

Scale 2 Posts and above

HAMPSHIRE

WESTON PARK MIDDLE SCHOOL
Weston Park, Southampton SO4 1AA.
Required for September 1983, an experienced teacher to lead a team of 12-16 year olds. The school is a voluntary aided school. Details of the post available on receipt of s.a.e. to the Headteacher, Weston Park, Southampton SO4 1AA. Closing date 15.01.83 (1983e)

Scale 1 Posts

BUCKINGHAMSHIRE

ST. MARY'S CE (AIDED) MIDDLE SCHOOL
King George Crescent, Stony Stratford, Bucks MK12 9JL.
Required for September 1983, an experienced teacher to lead a team of 12-16 year olds. The school is a voluntary aided school. Details of the post available on receipt of s.a.e. to the Headteacher, King George Crescent, Stony Stratford, Bucks MK12 9JL. Closing date 15.01.83 (1983e)

Scale 1 Posts

NOTTINGHAMSHIRE

BULL FARM MIDDLE SCHOOL
Nottingham Road, Mansfield NG19 2JL.
Required for September 1983, an experienced teacher to lead a team of 12-16 year olds. The school is a voluntary aided school. Details of the post available on receipt of s.a.e. to the Headteacher, Nottingham Road, Mansfield NG19 2JL. Closing date 15.01.83 (1983e)

RE-ADVERTISEMENT

For Easter, or earlier if possible, teacher (Grade 1) of Craft, Design and Technology. The school is a voluntary aided school. Details of the post available on receipt of s.a.e. to the Headteacher, Nottingham Road, Mansfield NG19 2JL. Closing date 15.01.83 (1983e)

SURREY

EDUCATION COMMITTEE
MIDDLE SCHOOL
Highwater Road, Epsom, Surrey E15 2JL.
Required for September 1983, an experienced teacher to lead a team of 12-16 year olds. The school is a voluntary aided school. Details of the post available on receipt of s.a.e. to the Headteacher, Highwater Road, Epsom, Surrey E15 2JL. Closing date 15.01.83 (1983e)

HEADSHIPS

Bungay High School
Group 10. Ages 9-13.
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Both posts become vacant from the beginning of the Autumn Term 1983.
Further details and application forms are available from the County Education Officer, Grimsby Road, Ipswich, IP4 1LJ (s.a.e. please).

Suffolk County Council

THE TIMES EDUCATIONAL SUPPLEMENT 14.1.83

SECONDARY HEADSHIPS

DORSET

Please see displayed advertisement on page 43 (1983e)

HAMPSHIRE

PORTSMOUTH HIGH SCHOOL
Portsmouth, Hampshire PO6 4JL.
Required for September 1983, an experienced teacher to lead a team of 12-16 year olds. The school is a voluntary aided school. Details of the post available on receipt of s.a.e. to the Headteacher, Portsmouth, Hampshire PO6 4JL. Closing date 15.01.83 (1983e)

Scale 2 Posts and above

HAMPSHIRE

WESTON PARK MIDDLE SCHOOL
Weston Park, Southampton SO4 1AA.
Required for September 1983, an experienced teacher to lead a team of 12-16 year olds. The school is a voluntary aided school. Details of the post available on receipt of s.a.e. to the Headteacher, Weston Park, Southampton SO4 1AA. Closing date 15.01.83 (1983e)

Scale 1 Posts

BUCKINGHAMSHIRE

ST. MARY'S CE (AIDED) MIDDLE SCHOOL
King George Crescent, Stony Stratford, Bucks MK12 9JL.
Required for September 1983, an experienced teacher to lead a team of 12-16 year olds. The school is a voluntary aided school. Details of the post available on receipt of s.a.e. to the Headteacher, King George Crescent, Stony Stratford, Bucks MK12 9JL. Closing date 15.01.83 (1983e)

Scale 1 Posts

NOTTINGHAMSHIRE

BULL FARM MIDDLE SCHOOL
Nottingham Road, Mansfield NG19 2JL.
Required for September 1983, an experienced teacher to lead a team of 12-16 year olds. The school is a voluntary aided school. Details of the post available on receipt of s.a.e. to the Headteacher, Nottingham Road, Mansfield NG19 2JL. Closing date 15.01.83 (1983e)

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SURREY

EDUCATION COMMITTEE
MIDDLE SCHOOL
Highwater Road, Epsom, Surrey E15 2JL.
Required for September 1983, an experienced teacher to lead a team of 12-16 year olds. The school is a voluntary aided school. Details of the post available on receipt of s.a.e. to the Headteacher, Highwater Road, Epsom, Surrey E15 2JL. Closing date 15.01.83 (1983e)

HEADSHIPS

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Group 10. Ages 9-13.
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Closing date: 28th January, 1983.

Both posts become vacant from the beginning of the Autumn Term 1983.
Further details and application forms are available from the County Education Officer, Grimsby Road, Ipswich, IP4 1LJ (s.a.e. please).

Suffolk County Council

THE TIMES EDUCATIONAL SUPPLEMENT 14.1.83

SECONDARY HEADSHIPS

DORSET

Please see displayed advertisement on page 43 (1983e)

HAMPSHIRE

PORTSMOUTH HIGH SCHOOL
Portsmouth, Hampshire PO6 4JL.
Required for September 1983, an experienced teacher to lead a team of 12-16 year olds. The school is a voluntary aided school. Details of the post available on receipt of s.a.e. to the Headteacher, Portsmouth, Hampshire PO6 4JL. Closing date 15.01.83 (1983e)

Scale 2 Posts and above

HAMPSHIRE

WESTON PARK MIDDLE SCHOOL
Weston Park, Southampton SO4 1AA.
Required for September 1983, an experienced teacher to lead a team of 12-16 year olds. The school is a voluntary aided school. Details of the post available on receipt of s.a.e. to the Headteacher, Weston Park, Southampton SO4 1AA. Closing date 15.01.83 (1983e)

Scale 1 Posts

BUCKINGHAMSHIRE

ST. MARY'S CE (AIDED) MIDDLE SCHOOL
King George Crescent, Stony Stratford, Bucks MK12 9JL.
Required for September 1983, an experienced teacher to lead a team of 12-

SECONDARY SCHOOLS

HEADSHIPS

Applications are invited from suitably qualified and experienced teachers for the following headships:

ABBEY WOOD (SM)
Eynham bridge, Abbey Wood
SE14 6AP
Vacant following the retirement of the former headmaster, Mr. C. E. Stuart-Jones. Roll 1113. Burnham Group 1.

HAMBERSMITH (SM)
The Curve, W12 8QC
Vacant following the resignation of the former headmaster, Mr. J. M. Weir to take up another appointment. Roll 1845. Burnham group 12 plus £280/276 school priority allowance.

KIDBRIDGE (SM)
Kidbrooke Road, (Shooters Hill Road) SE16 6EP
Vacant 1 September 1983 on the retirement of the former headmaster, Mr. J. Shephard. Roll 1570. Burnham group 12.

Please send lookups for application form and further details to Education Officer, 107/108, County Hall, London SE1 7PB. Closing date for the return of completed application forms 4 February 1983.

DEPUTY HEADSHIPS

ARCHBISHOP TENSION'S (SB)
55 Kensington Oval, SE11 5SN
Roll: 1200
Headmaster: Mr. R. C. Sheppard
Required from April 1983. Deputy Head for this Group 9 school. Closing date for applications 31st January 1983.

ISLINGTON SIXTH FORM CENTRE
Anstee Road, London NW10 5SS
Roll: 300
Headmaster: Mr. R. C. Sheppard
Required from April or September 1983. Two Deputy Directors (Group 10 Deputy headship). Students Service and Community Liaison. These are key appointments in the development of the Centre which will offer, from September 1983, a comprehensive range of courses to the 16-19 age group. The Centre is a federal institution serving the needs of local schools and young people. Applications from teachers in both schools and FE Colleges will be welcome. Further details and application forms from the Director.

ST PAUL'S WY (SM)
St Paul's Way, London NW10 5SS
Roll: 534 AN
Headmaster: Mr. R. C. Sheppard
Required from April 1983. Deputy Head for this Group 9 school. Closing date for applications 31st January 1983.

ST PAUL'S WY (SM)
St Paul's Way, London NW10 5SS
Roll: 534 AN
Headmaster: Mr. R. C. Sheppard
Required from April 1983. Deputy Head for this Group 9 school. Closing date for applications 31st January 1983.

ST PAUL'S WY (SM)
St Paul's Way, London NW10 5SS
Roll: 534 AN
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BUSINESS STUDIES

Head of Department

SOUTHFIELDS (SM)
333 Merion Road, Wintworth SW18 3JL
Roll: 1200
Headmaster: Roger Wood
Required from April 1983. Head of Business Studies (Scale 3) to lead and develop the department which at present teaches examination courses from the fourth year. To review existing courses and to consider initiating new exam syllabuses and possibly keyboard skills to younger pupils.

PILMICO (SM)
Lopus Street, SW1V 3AT
Tel: 01-428 0881
Roll: 1450
Acting Headmaster: Peter Davies
Required as teacher of Business Studies/Accounting. Well equipped department offering the full range of business studies subjects. A level 250 vocational course. Vacancy to contribute to the department's development as well as to the teaching of Economics at all levels.

KIDBRIDGE (SM)
Kidbrooke Road, (Shooters Hill Road) SE16 6EP
Vacant 1 September 1983 on the retirement of the former headmaster, Mr. J. Shephard. Roll 1570. Burnham group 12.

Please send lookups for application form and further details to Education Officer, 107/108, County Hall, London SE1 7PB. Closing date for the return of completed application forms 4 February 1983.

DEPUTY HEADSHIPS

ARCHBISHOP TENSION'S (SB)
55 Kensington Oval, SE11 5SN
Roll: 1200
Headmaster: Mr. R. C. Sheppard
Required from April 1983. Deputy Head for this Group 9 school. Closing date for applications 31st January 1983.

ISLINGTON SIXTH FORM CENTRE
Anstee Road, London NW10 5SS
Roll: 300
Headmaster: Mr. R. C. Sheppard
Required from April or September 1983. Two Deputy Directors (Group 10 Deputy headship). Students Service and Community Liaison. These are key appointments in the development of the Centre which will offer, from September 1983, a comprehensive range of courses to the 16-19 age group. The Centre is a federal institution serving the needs of local schools and young people. Applications from teachers in both schools and FE Colleges will be welcome. Further details and application forms from the Director.

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Inner London Education Authority

Qualified teachers are invited to apply for the following posts. Application forms and further details are available from the Head of the school unless indicated otherwise. Visits to schools by appointment are welcomed. Inner London Area Payment (£234 p.a.) is made in addition to the appropriate Burnham salary scale. Unless shown differently, the closing date for applications is 14 days from publication. All secondary schools in the ILEA area are organised along comprehensive lines. ILEA is an equal opportunities employer.

ENGLISH AS A SECOND LANGUAGE

Part-time Post

GEORGE ORWELL (SM)
Tufte Road, N14 3LS
Tel: 01-263 1465
Roll: 1200
Required as part time teacher (0.7) of ESL. Sessions by agreement.

GEOGRAPHY

Head of Department

HAVERSTOCK (SM)
Croyland Road, NW1 8AS
Tel: 01-975 0975
Roll: 100
Required from April or September 1983. A grade 3 teacher, Scale 3, to teach up to A level and be involved in GYSL and lower school humanities.

HYDEBURN (SM)
Crown Road, SW12 8JZ
Tel: 01-873 8737
Roll: 900
Required as Mr. F. C. Thorn. Required as part time teacher (0.7) of Geography. The teacher will be expected to deliver a major part in developing the use of computers throughout the school. In addition they will be expected to contribute some teaching periods to the Mathematics department.

NOTRE DAME HIGH (GO)
118 St. George's Road, N16 6JL
Tel: 01-261 1121
Roll: 710 (100 to 600 form)
Headmaster: Miss M. J. Hume
Required from February 1983. Geography Teacher to cover maternity leave. Experience of A level work and GYSL would be an advantage. Apply with cv and names of two referees to Headmistress.

ENGLISH

Post of Responsibility

HYDEBURN (SM)
Crown Road, SW12 8JZ
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Roll: 900
Headmaster: Mr. F. C. Thorn
Required from April 1983. English, graduate (Scale 3). Specific responsibilities include: English for the Lower School, ordering of equipment and development of the Department. The successful candidate will be expected to have good experience of CSE, O and A level courses. Must have ability to teach in Lower School.

NORTH WESTMINSTER COMMUNITY (SB)
Crown Road, W2
Tel: 01-263 3000
Roll: 1200
Headmaster: Mr. Michael Marland
Required from April 1983. English, graduate (Scale 3). Specific responsibilities include: English for the Lower School, ordering of equipment and development of the Department. The successful candidate will be expected to have good experience of CSE, O and A level courses. Must have ability to teach in Lower School.

PORTER HILL (SB)
Crown Road, W2
Tel: 01-263 3000
Roll: 1200
Headmaster: Mr. Michael Marland
Required from April 1983. English, graduate (Scale 3). Specific responsibilities include: English for the Lower School, ordering of equipment and development of the Department. The successful candidate will be expected to have good experience of CSE, O and A level courses. Must have ability to teach in Lower School.

GARRATT GREEN (SO)
Barnard Lane, SW17 0AQ
Tel: 01-468 0311
Roll: 1200
Headmaster: Mr. S. Kay
Required from April 1983 for earlier if possible. Teacher to teach throughout the school the special responsibility for organising the CSE Course and developing resources, for which a Scale 2 post is available.

NORTH WESTMINSTER (SM)
North West Road, W2
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Required as Mr. F. C. Thorn. Required as part

BERKSHIRE

BERKSHIRE
ANSELMO SCHOOL
 Randolph Drive, Bracknell,
 Bucks MK17 3DA
 Tel: 0628 82111
 Required April or September
 1985
 STUDIES (Sects 2/3) to be
 responsible for the teaching
 of the subject throughout the
 school. A commitment to the
 school is expected. The school
 is associated with a school
 involvement in school
 work. A post, School
 Sect 5 post may be available
 for experienced candidates. The
 Volunteers should be in the
 second year of re-organisation
 of the school. The school
 School (previously Grammar
 School)
 Further details and applica-
 tion forms from the Headmaster
 01235. (Previous applicants
 must be invited to interview)
 they still wish to be con-
 sidered. Closing date 25 Janu-
 ary 1985
 Berkshire County Council
 Equal Opportunity
 Officer. (01888) 13441

Scale 2 Posts and above

Scale 2 Posts and above

DERBYSHIRE
EDUCATION COMMITTEE

ST. PHILIP HOWARD
R.C. SCHOOL
St Mary's Road, Glossop.
Tel. Glossop 3611

Group 6 School 11 - 16
years

HEAD OF R.E. Scale 3

Applicants must be practising Catholics and possess appropriate qualifications and experience. A

Scale 4 post may be available for someone willing and able to take an active part in the pastoral work of the school as sixth year tutor.

Applications forms and further details available from the school secretary (R.A.E. please).

Closing date 28th January 1985.

DERBYSHIRE COUNTY COUNCIL IS AN EQUAL OPPORTUNITY EMPLOYER. (01576) 134422

SOMERSET

FROME COLLEGE

From
(13 - 18 mixed
comprehensive, 1950 and
F.E. College completed on
separate site)

For April 1953, Teacher
of RELIGIOUS EDUCATION
100% Scale for Catholic
diocese. Applicant to join a strong
diocese. The opportunity to
teach at all levels of ability
and to GSE, 'O' and 'A'
levels.

Full letter of application
in the first instance to the
Principal at the College
and to the Regional Office for
form and job description.

Closing date: 26th January,
1953. (01975) 13440

Comprehensive (Mixed)
 18-19 years) (Group 12).
 Teacher of Mathematics is required
 throughout the School (Scale
 83).
 Graduate is required to assist in
 Physics to C.S.E., 'O' and 'A' level
 (2). (Post ref: 6.1.83)

APPOINTMENTS

Inclusive School (Mixed)
16 years) (Group 10)
Education (Remedial) is required for
successful applicant should
Education or its equivalent
(Scale 3). (Post ref: 9,1,83).

Inclusive School (Mixed)
14-16 years) (Group 11).
or September, 1983:
to be responsible for development

to be responsible for the subject
school and to develop the Orchestra
course. (Post ref: 11.1.83).

3. The principal of German, to be responsible
for the development of German,
and also offer French. (Scale 2,
1983).

For particulars of the above-named
to the appropriate District Office, on
separate envelopes.

On receipt of completed application

January, 1963.



Morriston Senior Comprehensive (Mixed)

(1,087 on roll) (Age range 13–18 years) (Group 12).

1. An Assistant Teacher of Mathematics is required to teach the subject throughout the School (Scale 2). (Post ref: 5.1.83.)
2. An experienced graduate is required to assist in the teaching of Physics to C.S.E., 'O' and 'A' level standards (Scale 2). (Post ref: 5.1.83.)

Ysgol Gyfun Ystalyfera (Mixed)

(1,156 on roll) (Age range 11–18 years) (Group 11).

1. A graduate teacher of English is required to assist

in teaching the subject throughout the school. The

2. A well qualified Teacher of Drama is required to be responsible for teaching the subject throughout

the school, through the medium of Welsh. Then

NEATH DISTRICT APPOINTMENTS

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(The District Education Officer, Neath District Education Office, Cadoux Road, Neath).

Cwrt Sarrt Comprehensive School (Mixed)
(780 on roll) (Age range 11-16 years) (Group 10)
Head of Comprehensive Education (Removals) required for

Guat Sanit Comprehensive School (Mixed)

Cwrt Sart Comprehensive School (Mixed)
(786 on roll) (Age range 11-18 years) (Group 10)
Head of Compensatory Education (Remedial) is required for the summer term, 1985. The successful applicant should possess the Diploma In Special Education or the equivalent and/or relevant experience. (Scale 3). (Post ref: 9.1.65).

Dwr-Y-Felin Comprehensive School (Mixed)

possess the Diploma in Special Education or its equivalent
and/or relevant experience (Scale 3) (Post ref: 9 1 83)

Dwv-Y-Felln Comprehensive School (Mixed)
(1,350 on roll) (Age range 11–16 years) (Group 11).
The following are required for September, 1983:

1. Head of Biology to be responsible for development of Biological Sciences and to make significant contribution to integrated science courses. (Scale 3); (Postref: 10.1.83).

1. Head of Biology to be responsible for development

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2. Head of Music, to be responsible for the subject throughout the school and to develop the Orchestra and Choirs. (Scale 3). (Post ref: 11.1.83).
3. Teacher-In-Charge of German, to be responsible for the introduction and development of German.

throughout the school and to develop the Orch and Choirs. (Scale 3). (Post ref: 11-1-83).

3. **Teacher-In-Charge of German**, to be responsible for the introduction and development of German. Candidates must also offer French. (Scale 2). (Postref: 12.1.83).

Application forms and further particulars of the above-named posts are available from the appropriate District Office, on receipt of a stamped addressed envelope.

THE CLOSING DATE for the receipt of completed application

Application forms and further particulars of the above-named posts are available from the appropriate District Office, or

Application forms and further particulars of the above-named posts are available from the appropriate District Office, on receipt of a stamped addressed envelope.

The CLOSING DATE for the receipt of completed application forms is THURSDAY 27th January, 1983.



CITY OF NORWICH
(Amenities Department)

Neighbourhood Community Worker

JNC Range 3 Points 1-5 £7146-£8034
Three year contract

A vacancy has arisen within the Neighbourhood team for a Community Worker to further the development of community activities, primarily in the Marlow area of Norwich. This will involve initiating new projects and providing support and guidance to a variety of groups within the community. There are also opportunities for the worker to become involved in the organisation of events outside the "patch" as well as in the training offered to groups and individuals working in their own communities.

The work is challenging and exciting and presents an opportunity for employment within a caring authority. The post is funded under the Urban Aid programme. Applicants must be professionally trained Youth and Community Workers or be qualified in accordance with the JNC 12th Report.

Conditions of service are in accordance with JNC conditions. A casual car allowance is payable. Relocation expenses of up to £1,690 and temporary housing accommodation will be available in approved cases.

Closing date: Friday, 4th February, 1983.

Applications are welcomed regardless of marital status, sex, race or disability, where this will not prevent the applicant from fulfilling the duties of the post.

For information and application form from: Mr R. Trevelyan, Head of Social Security, St Charles Youth Treatment Centre, 225 Broad Street, Norwich, Norfolk NR1 1JF. Telephone: 01603 611111.

DEPARTMENT OF HEALTH AND SOCIAL SECURITY

ST CHARLES YOUTH TREATMENT CENTRE

TEMPORARY (CASUAL) GROUPWORKERS

1. Applications are invited from suitably qualified and experienced men and women from teaching, residential social work and psychiatric nursing, for immediate temporary post as groupworkers, working in treatment teams caring for extremely disturbed adolescents.

2. These appointments are for a period of six months in the first instance, with the possibility of renewal for another similar period. Permanent posts may arise, in which event candidates would have the opportunity to apply.

3. There is a high staff:client ratio and staff are fully involved in the creation of individual treatment programmes for each child and the development of a high quality of care, control, education and treatment which is shared on a team basis.

4. Salaries are paid according to experience and parent discipline, but would not be less than £5,793 p.a. Allowances of not less than £1,500 p.a. are also payable. All staff work a forty hour, five day week, on a shift basis. Single accommodation may be available.

Full details and application forms for the posts from Mr R. Trevelyan, Head of Social Security, St Charles Youth Treatment Centre, 225 Broad Street, Norwich, Norfolk NR1 1JF. Telephone: 01603 611111.

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YOUTH AND COMMUNITY

continued

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COMMUNITY CENTRE

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